

THE UNFINISHED JOURNEY OF HERBERT I. "PETE" COUTIS

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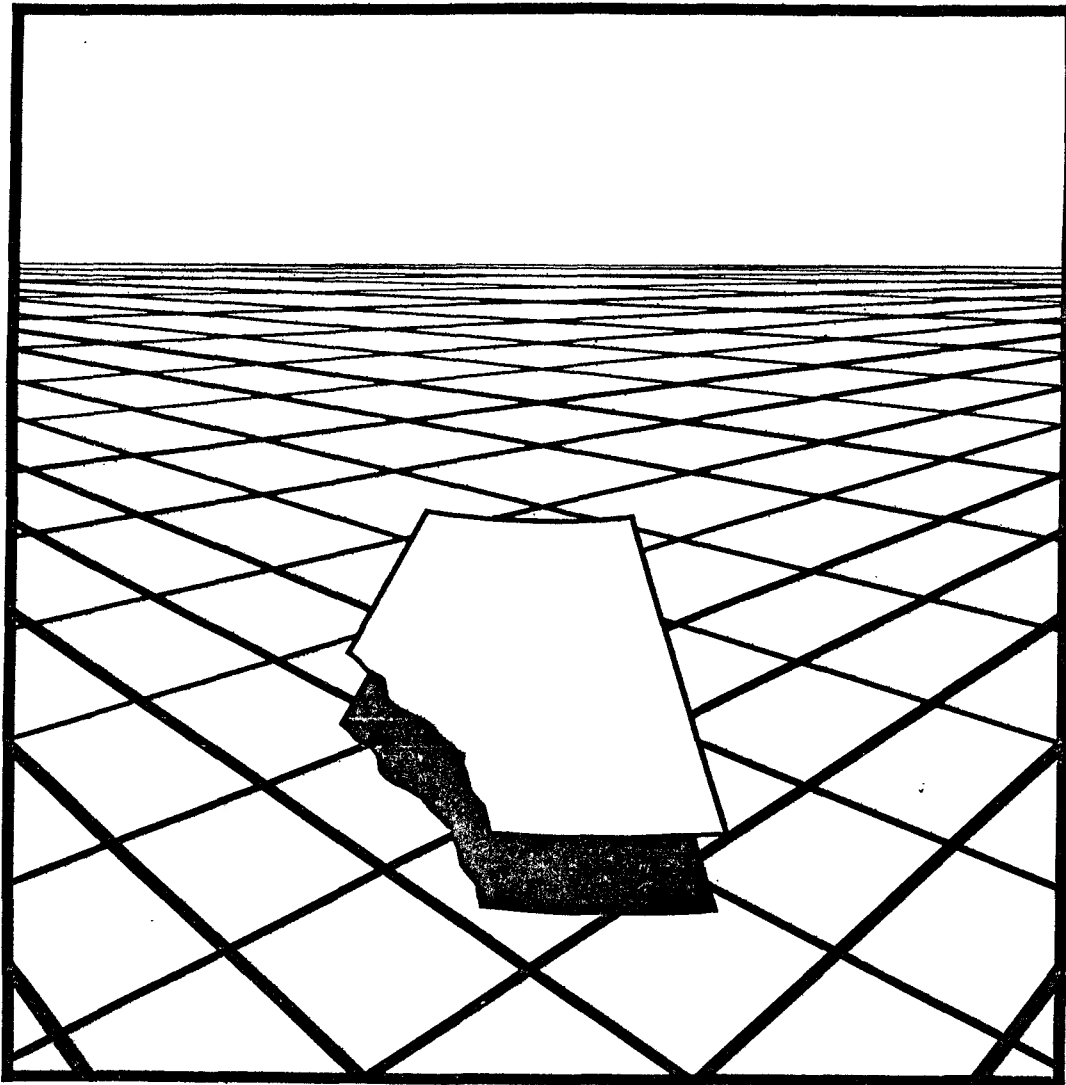


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To Myer and Barbara
With best wishes,
December 1982

Pete and Alice.

THE UNFINISHED



J O U R N E Y

OF

HERBERT T. "PETE" COUTTS



HERBERT T. COUTTS

THE UNFINISHED JOURNEY
OF
HERBERT T. "PETE" COUTTS

PREFACE

I believe in the greatness of the individual and that I am in this world for a purpose: to put back into life more than I shall take out.

I believe that service to one's family, one's friends, one's profession and to the expanding community in which one lives is the way one helps pay the debt one owes for the advantages one has had. I expect that this, though never overtly stated, has been the guiding principle of my personal and professional life.

"I am a part of all that I have met" and all that I have experienced is a part of me.

This story is dedicated to my family: to the memory of my first wife, Clara A. (Simpson) Coutts, and our children: Douglas Ringrose, Edward Ringrose, Peter Coutts, George Coutts, and Jane (Coutts) Sterk, and to my wife Alice (Polley) Coutts and our daughter Beverley (Polley) Reid. They have helped make the journey pleasant and rewarding.

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CHAPTER I

IN THE BEGINNING (1907 - 1919)

Facts about the early years of my life are, for the most part, unrecorded. A copy of my birth certificate, Province of Ontario, states that I was born in Hamilton, Wentworth County, on February 9, 1907, and that this event was registered on March second of the same year. My parents, Charles Alexander Coutts and Harriett Isadore (Heartwell) Coutts, were at the time, according to the same document, resident at 331 Charlton Avenue.

Of my father's family I know very little except that my great-grandfather, Donald Coutts, had migrated from Scotland, from somewhere near Aberdeen, probably first to the Maritimes and then to the western part of Upper Canada (Ontario) in the Tilbury East-Valetta environs of Kent County. There he and his wife Margaret farmed, and there my grandfather, Peter Coutts, was born in 1841. The 1861 enumeration list for Tilbury East shows that a John Wilson, who had migrated from Ireland, and his English wife, Jane, were also farming in the same area and that their eldest daughter Elizabeth, my paternal grandmother, had been born in Upper Canada in 1846. The enumeration list showed both families to be Wesleyan Methodists. Other families with the name Coutts on the 1861 enumeration list were either Presbyterian or Roman Catholic in religious affiliation.

The enumeration list for Tilbury East in 1861 showed that Peter Coutts and Elizabeth Wilson had married, were engaged in farming, and were the parents of two daughters, Margaret and Jane. My paternal grandparents' major achievement seems to have been the

rearing of a large family of five daughters (Maggie, Jane, Rachel, Annie and Lillian) and five sons (John, Donald, Albert, Charles and Benson). My paternal grandparents were both dead before I was born. Of my father's sisters and brothers I knew only Lillian, Annie, Rachel, Benson and John. Once or twice I accompanied my mother and sister to visit my father's maiden aunt whom I remember as Aunt Maggie Coutts who lived in Chatham, Ontario. My father, whose formal education was terminated at the senior fourth (Grade VIII) level of schooling, moved early to Hamilton where he apprenticed as a plumber and tinsmith and where he was for several years active in the Trades and Labour Council. Born on March 7, 1881, he died Oct. 25, 1954. While in Hamilton, he broadened his knowledge through correspondence studies. Additional to his vocational interests was his activity in the Methodist Church, where, among other things, he was a rather handsome teacher of a young ladies' Bible class. His church and Sunday School interests continued throughout his life. Indeed the Claresholm United Church presented him with a gold watch in recognition of more than twenty-five years of service, much of it as secretary of its Sunday School.

Two of my father's sisters, Maggie and Jane, had in turn married Tiffany Hartwell, a first cousin of my mother. I knew the three daughters of one of those unions (Elizabeth, Maggie and Eva) as cousins on both my mother's and my father's side of the family. I never knew the fourth member of that family, a George Hartwell.

I know much more about my mother's family. For years an organization known as the *Hartwells of America* has met frequently. It has produced several books of genealogical information that trace the family tree through many generations, including that of my own and that of my children. My mother was born in Georgetown,

Ontario, on January 24, 1881. Her father, Lewis Hartwell (1836 - 1904), farmed on land that is now part of the development that has taken place as Georgetown has grown from a quiet, sleepy village into a thriving town and bedroom community for Toronto. My grandfather Hartwell died before I was born, but I did know my maternal grandmother, Barbara (Kennedy) Hartwell (1831 - 1915). My mother had a half-brother, Cyrus Kennedy. I suspect, though I do not know for certain, that my grandmother must have been attractive to someone before she and Lewis joined forces to produce a large family of Hartwells: three daughters (Elizabeth, Harriett and Lena) and five sons (Emory, Herbert, George, John and William). Of my mother's sisters and brothers, I knew all but Lena and William, both of whom had died quite young, Lena at nine years in 1887 and William at fifteen in 1888.

It was through the Hartwell connection in Hamilton that my father and mother met. My mother had graduated from high school in Georgetown and had trained as a teacher in the county Model School in Milton where the teacher preparation program seems to have consisted of a minimum of formal theoretical studies, mainly of extended and carefully supervised classroom experience. As far as I know, my mother taught for only one year, in School District No. 11, Anderdon Township, Essex County, in Western Ontario. On October 19, 1904, she and my father were married and set up housekeeping in Hamilton. Memory tells me that they lived successively on Charlton Ave. and Hunter St., and that later they moved to a small home of their own, largely constructed by my father, on Bamberger's Lane in West Hamilton. Since the family moved from this location to Georgetown, Ontario, about four years after my birth, my memories of the Hamilton-based part of my life are limited and hazy. My sister, Margaret Elizabeth Coutts (now Mrs. Ole A. Olson) was born on September 4, 1908.

I was named for my mother's brother, Herbert Howard Heartwell (he and my mother used this spelling), 1875 - 1923, and Thomas W. Offen, a printer friend of my father during those Hamilton days and later for many years the publisher and editor of the *Rivers Gazette*, Rivers, Manitoba. Hence my legal and baptismal name Herbert Thomas Coutts. I remember my father receiving copies of Thomas Offen's community newspaper during my growing years. When Thomas Offen had migrated from Hamilton to Rivers, he left instructions for my father to pack up and ship the movable type to be hand set for the new weekly publication. By the time the shipment reached Rivers, the type was so thoroughly mixed that my "Uncle Tom" never did get it all sorted. Instead he had to purchase a whole fresh set of type.

Our family moved to Georgetown in 1911 or 1912. There my father was hired by J. W. Kennedy who operated a hardware, plumbing and tinsmithing business. We lived for the most part in the old Hartwell family home which was located on a small farm operated by my Uncle Bert. The farm, thirty-five acres at the time, included apple orchards, fields of vegetables, as well as fields where forage crops were grown to feed horses, cattle, poultry and swine. The land sloped away from Guelph Street to a creek where there was an "old swimming hole." There I remember seeing older boys enjoying themselves by swimming and diving unhampered by bathing suits. Later my uncle sold land for a right-of-way on which tracks were laid for a radial line --- one of many that served the needs of southern Ontario before improved roads, motor cars and buses made them obsolete and transformed the whole transportation system of the province.

Those were carefree days before institutional programs of early childhood services and kindergarten education, radio or television were part of the experience of the young. As for me, I am thankful for the freedom of those early years. The Georgetown years of my life are filled with many happy memories.

I remember being given a bobsled as a Christmas gift and the fun we had sleighing on the farm and on Guelph Street where we rode down one hill and partly up another on our way to school. When I revisited Georgetown in my adult years, I was surprised to see how much those hills seemed to have shrunk in size and how Guelph Street had become too busy for the sport we had enjoyed on it.

I remember vividly my early school years in Georgetown and have a clear mental picture of each teacher I had during my years there. The organization of elementary education in Ontario at the time was by books or divisions rather than by grades: junior and senior first, junior and senior second, junior and senior third and junior and senior fourth --- the equivalent of eight grades in all. My junior second teacher once told my mother that she was sure that, should the school be burning down, I would be the last one out. I have always hoped that she thought of me as deliberate and tenacious rather than dull.

Our school had an auditorium created by the combining of two classrooms. There were sloping bench seats at one end. There the pupils sat or stood and sang under the direction of a Mr. Costello who had the words of the songs written or printed on large sheets of cardboard which could be seen by the singers, but not by the audience --- a precursor of TV cue cards. On two sides of the playground were posts through which pipe had been threaded to make a substantial fence which was also an excellent place on which to swing back and forth. At the rear of the school was a small hill which, in winter, provided a place to slide and sleigh ride.

One game that was popular in the fall was played with horse chestnuts through each of which a hole had been bored with a gimlet and through which a string with a knot on the end had been inserted. One player would hold the string with the chestnut at its end while the other player would strike that chestnut with the one at the end of his own string. Each time a chestnut was broken in the process, the winner added a "year" to his chestnut or to the accumulated "years" that the broken chestnut of his opponent had already accumulated. The goal was to end the fall season with the highest score in accumulated "years". The game called for considerable trust in the honesty of one's opponent and in one's ability to add --- its one educational advantage. Players went to all lengths, including baking chestnuts in the oven, to try to get a season's winner. Whether this game is still played, I cannot say.

The principal of our school was Alfred G. Green, a friend of my parents and, like them, active in the Methodist Church. Their association involved both families in frequent visits back and forth. Our parents played games such as Euchre while the younger members of the two families (George and Margaret Green, my sister and I) played a game called Lost Heir.

My uncle Bert --- he had no children of his own --- took a special interest in my out-of-school education. On two occasions he tried to teach me the rudiments of practical economics. He built for me a number of rabbit hutches raised above the ground and faced on one side with wire netting. With this facility and plenty of available leaf foods, I set out to make a fortune raising Belgian and Dutch hares. I was lucky at the end of this experience in multiplication to be able to give the hares to someone who wanted them worse than I. In the second business venture, I tied bundles of thirteen rhubarb stalks --- my uncle had worked earlier



Harriett I. (Heartwell) Coutts
My Mother



Herbert Howard Heartwell
My Uncle for whom I am named

for a baker --- and set out to sell my produce at five cents a bundle. I soon found that my customers had all the rhubarb they wanted. Business slackened and this venture too came to an end.

As another part of my education, my Uncle Bert took me along when he had a milk cow to be bred --- his way of teaching me some of the important facts of life. I am sure that I was too naive at the time to appreciate these lessons in sex education even though the "shows" were impressive.

Another of the early experiences initiated by my Uncle Bert was of a more sombre nature. Our neighbor, Sandy Campbell, had died and I was taken to view the coffined body in the family parlor. This was my first acquaintance with death. In retrospect, I believe that I was just as naive about this experience as I had been during the preceding sex lesson.

In the summer of 1914, my sister and I were visiting in Grimsby, Ontario, with our Uncle George and Aunt Melissa Hartwell. If I close my eyes, I can still "see" in clear black type the three words "WAR! WAR! WAR!" which appeared on August 4 of that year in a Hamilton newspaper. While the events of World War I were not very realistic to me at the time, two or three flashes of memory remain. A blind neighbor, Oliver MacKay, carved wooden swords for us to play war games; one of my scrap books included pictures of young men in uniform; my Uncle Benson Coutts, who had lived with us for a time in Georgetown but had migrated to Alberta, enlisted; and, at the end of the war in 1918, a huge fire of dry roots from a pine stump fence was lighted in the centre of town and on it the Kaiser was burned in effigy.

I mention another incident from my Georgetown days because it had a sequel many years later when I was a

student at the University of Toronto. In my childhood days, I belonged to the Rosebud Mission Band of the Georgetown Methodist Church. Led by Mrs, Herbert Kennedy. this organization attempted to instill in us a concern for those less fortunate than ourselves and to keep us actively interested in making useful items to be sent to mission fields. Mrs. Kennedy had been widowed when her three children --- George, Lillian and Margaret -- were still young.

Those were the days when Richard Grenfell was ministering to fishermen in the outposts of Newfoundland. One of his enterprises was the building of a hospital at St. Anthony. While many of us sold "bricks" for the construction of that hospital, it was my sister Margaret who was so successful that she received special recognition for her efforts.

In 1915 my family moved to Utopia, a small flag station near Angus and Barrie, Ontario. My father had been persuaded by a former Hamilton friend to venture into the business of producing and selling field tile. The venture was not a financial success and we soon found ourselves back in Georgetown where my father had no difficulty being re-employed in the trades for which he had been trained. I enjoyed the interlude at Utopia. There I attended a one-room school for the first time, carried lunches which had the result of limiting my taste for peanut butter sandwiches, watched soldiers on route marches from Camp Borden a few miles distant, owned a dog and helped my father in the tile yard. On a nostalgic re-visit to the site in 1968, the only evidence I could find in a cultivated field where that yard had been was the odd shard of tile, one of which I brought home, but have long since lost.

In the fall of 1919, my father set out for the West on a harvester's excursion: \$12.00 from Toronto to Winnipeg plus a minimal charge from there to Calgary.

Near Claresholm, Alberta, he operated a team and bundle wagon to help feed the maw of a steam-driven thirty-six inch grain separator. After a long run --- enough to make the venture financially worth while --- my father returned to Calgary where he found work calling for his trade skills. At that point he sent for my mother, my sister and me.

My Uncle Bert, who used to call me "Bill", saw us off from Toronto with a tip to the porter to encourage him to look after us well. The first leg of our journey by the then Grand Trunk Pacific Railway took us by tourist coach to Winnipeg. My memories of the tourist coach are of leather or leather-like upholstery, a first experience of sleeping in an upper --- in fact in any --- berth, with the clickety-clackety sound of steel rails (rails much shorter than the longer sections of today), odors of meals of various sorts being cooked on the stove at one end of the car, of playing in the aisles, but above all of the aroma of freshly-peeled oranges. Ever since then the odor of freshly-peeled oranges takes me back to that tourist coach of November 1919.

Fortified with generous lunches, we were soon off again on our westward journey through Portage La Prairie, Saskatoon and Tofield (where we were delayed by a wreck of another train) to Edmonton. Little did I realize then that one day Edmonton would become my home city. Transferring in the early morning, we took the train to Calgary, arriving in the evening at what was then the Grand Trunk Pacific station and freight outlet just north of Ninth Avenue East. It was a cold, wintry reception on that nineteenth day of November 1919, but we were happy to be reunited with my father.

My Ontario beginnings had come to an end.

CHAPTER II

FORMATIVE YEARS IN ALBERTA
(1919 - 1924)

In his biography of Abraham Lincoln, Carl Sandburg has written that "Silence went into the making of him, and in the making of him the element of silence was immense." My first six years in Alberta were quiet ones filled with the simple activities of growing up in a new environment and in a family with modest means.

Having arrived in Calgary, our family shared a house at 1111 - 11th Avenue South West with my Uncle Ben and his Scottish war bride, my Aunt Nora. Soon a cousin, Benson Junior, was born. He was destined to be killed in World War II while serving as a tail gunner on an air raid mission following enlistment and training with the Royal Canadian Air Force.

I was soon registered in Connaught School where, as so often happens when pupils move from one Canadian province to another, I was demoted and placed in Grade VII. While I remember the names of my teacher and many of the pupils in that school, I made no lasting friendships during the few months I spent there. The one classroom activity that stands out in my memory was the drawing of a map of Africa using a semi-geometric technique presented by the principal, Mr. Luck. For the rest, I did my work quietly and without fanfare.

Three non-school activities from those Calgary days come to mind. With skates fastened to a pair of "high" boots, I skated on the Connaught School rink, reviving skills that I had learned earlier in Georgetown. On Saturdays my sister and I were permitted to take the belt-line street car to downtown Calgary to attend the silent films in those heady days of Mary

Pickford. Our family attended the Wesley Methodist Church where I enrolled in a Sunday School class and a Trail Ranger group, both led by Roy Baker who had recently returned from service in the Canadian army. Besides teaching us some basics of signalling, he would take us on winter hikes up the frozen Elbow River. His wholesome influence made an important contribution during that interlude of my youthful development. (I knew Roy Baker later as a highly respected and competent teacher and principal in Alberta education).

In April 1920 my mother, sister and I moved to a farm immediately west of Calgary, where my mother had agreed to help with the household duties of the Ostrem family following the death of her friend, Mrs. Ostrem. This was a temporary arrangement designed to provide continuity and stability for the Ostrem family until more permanent arrangements could be made. My father continued to work in Calgary, living in a basement suite in an apartment owned and operated by his cousin Arnold Wilson.

My sister and I were enrolled immediately in the one-room school in Elbow River School District No. 999. There the teacher placed me in Grade VIII, not wishing, I suppose, to add a Grade VII to her work load so late in the school year. I settled in to serious study and, with considerable help from the teacher and my mother, was successful in passing the Grade VIII provincial-wide examinations in June 1920. The farm boys in the school called me "spider legs." Since I always returned to the farm for lunch, I never became a participant in their noonday activities: snaring and drowning ground squirrels (commonly misnamed gophers). I was thankful for this since neither of these activities appealed to me.

While on the Ostrem farm I learned --- if one learns these things --- to milk cows, to ride a saddle

pony, to enjoy the beauty of the prairie anenomes (so-called crocuses) with their purple tints and shades and to pick Saskatoon berries for canning. These were all part of a range of experiences gained on a type of farm I had not been used to.

While writing my Grade VIII provincial examinations in a Calgary school, I lived with my father in his suite in the Wilson Apartments.

With a 1909 vintage Jackson car, a gift of Arnold Wilson and almost immediately remodelled as a truck, my father moved to Claresholm where he and his brother Ben opened the Coutts Brothers business: plumbing, tinsmithing, electric wiring and vulcanizing, the last a skill learned by my Uncle Ben as a rehabilitation measure following his military service. At the end of August my mother, sister and I travelled by train to Claresholm. At that time there were two passenger trains each way every day except Sunday from Calgary via Fort Macleod to Lethbridge and from Lethbridge via Fort Macleod to Calgary. With improved roads and changed demands, those passenger trains are long since gone and the Claresholm railway station is now a community museum.

Both of the Coutts families settled into a small cottage north of the 1907-built brick school, with the Ben Coutts family occupying the front portion of the house and the four members of our own family the rear. The two parts were separated by a temporary partition. To accommodate this less than desirable arrangement, there were separate entrances and at least semi-independence for the two families.

The school facilities of the day consisted of the main eight-room brick structure plus a two-room primary school across the road. Both have long since been demolished and replaced by expanded and more modern

CLARESHOLM, ALBERTA
1932



My father and mother
with my sister Margaret and me

facilities now administered by the Willow Creek County. When I attended high school and later taught in Claresholm, the administration of its schools was still under the Claresholm School District No. 764. The school organization at the time was on the 8 - 4 basis commonly found at a time when a Grade VIII education was the norm rather than the exception. The high school, Grades IX through XII, had a staff of three teachers of whom one was the principal of the total school operation and another of whom was designated the high school assistant.

The high school curriculum of the day was highly academic with province-wide examinations in Grades VIII, IX, X, XI and XII. I remember having completed course requirements in English composition, English literature, history, algebra, geometry, arithmetic, botany, zoology, chemistry, physics, French grammar, French authors, Latin grammar, Latin authors and art. This was rather solid fare as I remember it, and the survival rate was never high. Though I started in Grade IX in a class of approximately forty fellow students, there were only ten in my graduating class in 1924. The difference was the result both of voluntary choice and of failure to meet the examination requirements. I was a rather serious student in Grade IX, but much less so in Grades X, XI and XII as my diplomas show. But I did survive the program with a sufficiently high standing to be admitted to the first class teacher certification program of the Calgary Normal School in 1924 - 25 and later to university studies at Queen's University, the University of Alberta and the University of Toronto.

My teachers in Grade IX were J. H. Main (principal), Mr. A. Sims and Miss Gregory. In Grade X a Miss Ferguson replaced Miss Gregory as our teacher of English and history. It was in Grade X that I acquired quite innocently the nickname "Pete" that has followed me wherever I have gone since. Mr. Main, as part of his

assignment, taught art, with picture study as one of its facets. One day, as he was expounding about one of the many sepia prints we were examining, he said, and I have long ago forgotten the connection, that one's first name should be a Christian name, one's middle name one's mother's family name and one's surname that of one's father. How times change! Don Moffatt, who sat behind me, tapped me on the shoulder and asked, "What is your Christian name?" Off the top of my head and recognizing that I had not heard of a Herbert in the New Testament, I replied "Peter". Don Moffatt, who has a different version of the incident, was responsible for generating and perpetuating the move that led to my being called "Pete" by many of my friends and by a number of colleagues at a later time. Of course my middle name is Thomas, a Christian name, but it is one that I designate by a T in my formal signature.

While music as such was not a credit part of our high school curriculum, we had the rich reward each week of participating in choral experiences provided under the direction of W. G. "Bill" Moffatt who taught private pianoforte lessons, who played the organ in the Presbyterian Church and who in other ways enriched the cultural life of the community. Not many places were fortunate enough to have such an accomplished musician with teacher preparation plus several years of musical background gained through studies in England and Germany. You will find him mentioned several times in my story.

I have always been interested in participatory as well as spectator sports. At our high school I became familiar with "one and over" and "spats and spurs" --- both based on the standing broad jump. This is not the place to describe in detail two activities that I have not seen practised since. During my final year in high school, in a track and field meet which included students from High River, Nanton, Parkland, Stavely and

Claresholm, I was a participant in the high jump and the 880 yard race --- with more enthusiasm than achievement. With a pair of skates discarded by a cousin in Ontario, I took up skating in earnest, deriving all sorts of pleasure from the freedom that skating on keen ice provides. On the same outdoor rink on which we skated, we watched spirited hockey games between rival teams. As youngsters, we found these games to be particularly exciting in those days of the seven-man, on-side pass version of the game. Though probably slower than the modern game of hockey with its forward pass, blue and red markings, and multiple lines of players, nothing can take away the memories of those exciting, action-packed contests.

During my Grade XI and XII years, the principal of the Claresholm schools was Harry C. Sweet, with Harold Reiber as his assistant. In Grade XI the third high school teacher was a Miss Hibbard; in Grade XII a Miss Daphne Koenig.

In the late spring and summer, baseball was our main source of entertainment. Our school principal, Harry C. Sweet, was the catcher on the town baseball team. I remember occasions when, on Wednesday afternoons, he would knock on our classroom door and ask for Jack Crawford, one of our classmates. Jack didn't return on those afternoons. He was a pitcher on the local team.

The school had a cadet corps to which most of the boys belonged. As far as I know, there was no parallel group for the girls. I opted to play the bugle in the cadet band which participated in inspection parades and in the annual march to the school fair which was at the time held at the Claresholm School of Agriculture --- the location of the present provincial hospital. As a member of the cadet corps, I attended a camp at the Sarcee military base in the summer of 1922. Later that

same summer, Sylvan Hillerud took a few of us to a Trail Ranger camp at Lee Lake near Burmis. Across that lake we could see the results of the Frank slide as well as its reflection in the water when the lake was calm. Before we returned home, Sylvan took us to see the slide at closer range (an awesome sight to an impressionable boy) and arranged for tours through a coal mine and an abandoned cement plant.

My social activities during the high school part of my life were limited to one or two hallowe'en school parties, a few picnics and other events associated with the Methodist Church and family gatherings. I read for long hours and did considerable walking in the company of my peers, especially on Sunday afternoons.

When my Uncle Ben became an employee of the Town of Claresholm as foreman of its physical plant, my father set up an independent plumbing and tinsmithing business, first in a rented building above which we lived, and later in a building which he had constructed as more suited to the requirements of the business. At the same time, the family purchased the former Methodist manse which, with additions and renovations, remained the family home until my father left Claresholm following the death of my mother in 1946. I spent many hours working with my father who was --- and indeed had to be --- a most resourceful tradesman. To him I owe much of the knowledge of practical things that has stood me in good stead ever since, and which in many ways has provided a sort of therapy during the stresses of my academic, professional and personal life.

During two summers, I helped Mr. Ed Moser with farming chores before and during the harvest period: hoeing corn, feeding stock, milking cows, feeding and caring for horses, and in the second and final summer stooking (shocking) the bundles of grain after they had

been cut and tied by the binder. My primary service, however, was to feed, harness and hitch abreast four-horse teams and take them to the field at 11:00 a.m. and 4:00 p.m. in order that Mr. Moser could spend the maximum number of daylight hours cutting the wheat crop--- a slower process than that using the modern swather and combine. By today's standards the payment I received was small, but to me at the time it seemed a fortune. I remember that it permitted me to purchase a high school sweater and to open my first bank account.

In the summer of 1924 my father negotiated a contract to re-lay a ceramic tile sewage line from the main building of the Claresholm School of Agriculture to a disposal field a half mile or so away. Those of us who did the digging received thirty-five cents per lineal foot, sometimes to depths of nine feet, but at other times less. I did the backfilling later at ten cents per lineal foot. As a result I accumulated one hundred and twenty-five dollars toward the cost of my Normal School program. That, with some help from my family, made it unnecessary for me to borrow the four hundred dollars available from the provincial government to assist those preparing as teachers.

I remain indebted to my parents for the example they set, the attitudes they fostered in me and the encouragement and support they gave. While life in our home was simple, we had many family friends. As some compensation for limited activity in other directions, I continued to read widely, if not too selectively.

Having passed the Grade XII provincial examinations written in June of 1924, I entered the Calgary Normal School in September to begin what became a long career in professional education.

CHAPTER III

TEACHING YEARS: PHASE I
(1924 - 1933)*Preparation*

The Calgary Normal School in 1924 - 25 and for many years following shared the twin-tower Georgian-style brick building that then dominated the north hill west of tenth street and which still, as part of the Southern Alberta Institute of Technology, faces south overlooking the city centre. It was there I began my preparation as a teacher under a dedicated and professional staff: Dr. E. W. Coffin (Principal), Olive M. Fisher (Reading and Primary Methods), J. E. Loucks (English), D. A. McKerricker (History), W. A. Stickle (Mathematics), J. M. Scott (Science), Madame Ellis Browne (Music), A. E. Hutton (Art and Handwriting), Sergeant B. O'Hanlon (Physical Education), Donald J. Dickie (English), Miss M. Goldie (Household Economics), Miss I. Giles (Secretary) and Miss Currie (Librarian).

It was at Normal School that I was first introduced to the challenges and responsibilities of teaching so aptly expressed in a stanza by Angela Morgan quoted in the *Comet*, the Calgary Normal School Yearbook of 1924 - 25, by Mr. Stickle:

*Be strong.
We are not here to play, to dream, to drift;
We have hard work to do and loads to lift;
Shun not the struggle, face it, 'tis God's gift.
Be strong.*

As a member of Class 1B, I had a wide range of new experiences, partly filling gaps in my academic background, but largely concerned with the practical problems of what and how to teach. The assumption seemed to be that we would be teaching in Grades I through VIII, though the First Class Certificate which we received at the end of the year carried teaching privileges through Grade XII.

The practice teaching facet of my teacher training program was limited: four lessons in Calgary schools plus two days in the two-room school at Turner siding, then just south of the city but now well inside its boundaries. I remember, in the course of teaching a history lesson on the Hudson's Bay Company to a Grade V class in Hillhurst School, having my critic teacher ask me what the "Pro pelle cutem" in the motif on the Company's Eighth Avenue store meant. I didn't know then; but I do now. One doesn't forget things learned in such situations. Following an art lesson in the demonstration school, the classroom teacher commended me for teaching pupils the use of the rule(r). In the two days at Turner Siding, I observed and taught in a limited multi-graded organization.

In my thumb-nail biography in the *Comet* someone stated of me that "A quiet tongue shows a wise head." Since I didn't really have much of consequence to say at the time, this was truer of me than the writer of the biography was aware.

I am sure that I did not take advantage of the many out-of-class activities that were available: an operetta, dancing, curling, baseball. I was a member of a junior basketball team that played a few games with Calgary high school teams. But, for the most part, I spent my time on the work assigned.

Through association with Theo Finn who lived near my boarding house, I became a member of a Sunday School/Tuxis group at St. Paul's Methodist Church. Our week-day mentor was W. E. Frame, a Calgary teacher who later became the Province's Chief Inspector of Schools. The Sunday School teacher was Mr. E. S. Frost. Our Tuxis group had a basketball team entered in an inter-church league. Other than that, the activities of this group consisted of weekly meetings plus one or two social parties. The members of the group have become practising businessmen, journalists, military officers, pharmacists, university professors, teachers and principals.

Normal School provided the basis for many close friendships that have been an enriching part of my life. It would take pages to list them all, but those with whom I continued to associate most closely were Theo Finn, Wilfred Bennett, Kenneth Argue, Kenneth MacKenzie and, until his death, Eric Hodgson. A high proportion of my Normal School classmates remained in education, partly, I expect, because they were committed to teaching as a profession, but also because they became "locked in" by the depression which began in 1929 and continued through the early 1930's.

While I was attending the Calgary Normal School, I went with the boys from our boarding house to attend two separate meetings at the Prophetic Bible Institute held in the Palace Theatre on eighth avenue west. There William Aberhart, using a huge backdrop of a stylized human figure lying on its side, illustrated his Biblical prophecies in a spirited and convincing manner. This was long before Aberhart's association with the social credit theories of Major Douglas.

While I have long been an advocate of a longer period of academic and professional education for teachers, I owe much to the preparation I received in

the Calgary Normal School in 1924-25. In commemoration of the many contributions of the three Normal Schools (Calgary, Camrose and Edmonton), my late colleague and friend, Dr. W. Dewar McDougall, was instrumental in having identical plaques prepared and presented to the Faculties of Education at the University of Alberta and the University of Calgary (December 14, 1968). The plaques, which are headed "The Normal Schools of Alberta", indicate that the Calgary Normal School operated from 1906 to 1945, the Camrose Normal School from 1912 to 1938 and the Edmonton Normal School variously from 1920 to 1923, 1928 to 1933 and 1935 to 1945. The inscription on the plaques reads as follows:

For two generations the Provincial Normal Schools prepared teachers for the classrooms of Alberta. Most students entered directly from the High schools. Until 1929, when the School of Education of the University of Alberta was established, university graduates enrolled to qualify for high school teaching. In 1945 the existing schools, Calgary and Edmonton, were absorbed into the University of Alberta. The Calgary Normal School thus became the progenitor of the University of Calgary.

Thousands of young people passed through the Normal Schools. It was the era of the one-room schools, of which there were at one time nearly four thousand in Alberta. Preparation for service in these was emphasized. Students came from the villages, towns and cities, but mainly from the hamlets and farms.

For most, Normal School, perhaps supplemented by a summer session also taught by Normal School staff, provided their only post-secondary education. In general it was a happy experience. Staff-student rapport was

high. Some proceeded from Normal School to university. From these and the university graduates who enrolled in the Normal Schools before 1929 came many of Alberta's educational leaders.

In recognition of their contribution to education in Alberta during its formative years, this plaque commemorates the Normal Schools, their staffs and their graduates.

During the spring and summer of 1925, I helped in my father's plumbing and tinsmithing shop. It was in the late spring of that same year that I joined Foothill Lodge No.13 I.O.O.F. in which I was active for a number of years, eventually became its Noble Grand, but of which since 1943 I have been a nominal (more lately a life) member only.

Stimson School District No. 2615

After writing upwards of forty applications, I was accepted to teach in the one-room Stimson School District where eleven pupils were scattered through Grades I to X inclusive, omitting Grades IV, VI and VIII. I worked hard to organize and present a balanced program, though I am sure that there were many shortcomings --- sins of omission and commission. Is there any other way?

I arrived by CNR at Cereal about 2:00 a.m., stayed overnight with the United Church minister, Lewis V. Smith, and was driven next day by horses and democrat the fourteen miles south to the school. Having just turned eighteen and being at the time rather introspective, I felt a certain degree of loneliness. Fortunately, the realities of my teaching challenges provided little time to think about myself. On August

17, 1925, I began my initial adventure in teaching on a full-time basis. The first term culminated in the traditional Christmas concert for which I was "dramatic director", "music conductor" and, of necessity part-time actor. The school remained closed during January, a common practice in many rural districts at that time. I returned at the beginning of February to complete the second term. Once during each term the school was visited by Inspector Aylesworth who, I am convinced, was not overly impressed by my approaches to teaching, but who offered friendly professional suggestions. The provincially appointed inspectors and later superintendents of schools could be helpful to young neophytes entering the teaching profession. Most satisfying was the pleasure I had from the knowledge that I was able to help the Grade I pupils to learn to read and the Grade IX and X pupils to meet successfully the requirements of the province-wide departmental examinations. It was then and has continued to be rewarding to observe young boys and girls develop intellectually, physically and emotionally through both school and non-school activities --to see the light of understanding turn on.

I lived in a teacherage built on the model of a granary approximately 12' by 14' in size. It was heated by a two-hole Rancher stove on which, during the second term, I also cooked. The parents of the pupils provided milk, eggs, bread and butter, all for a reasonable price. These basics were supplemented by a few grocery staples purchased in Cereal.

The part of Alberta in which the Stimson School District was located had suffered a series of poor crops except in 1923. One result was that some farms had been abandoned, either to be sown to grain by the enterprising and optimistic farmers who remained or to be overgrown with weeds. Another result was that the people generated their own community life and

activities which, in the main, centred on the school. Whether it were an Anglican or a Nazarene church service or a dance, nearly everyone attended, welcoming the opportunity for association with friends and neighbors. The school had a basement with a coal-fired furnace. The coal, covered with blankets, served as a "bed" for babies and young children while parents enjoyed themselves upstairs.

It was during this first year of teaching that I learned what I know about dancing. The orchestras, usually made up of a pianist, violinist and an accordionist, were spirited and provided rhythmical "foot music". There was a generous variety of waltzes (old time and new), foxtrots and square dances. It was a usual Friday evening activity to attend a dance in some school or in Tipperary Hall a few miles south of Stimson School.

At Thanksgiving I walked the fourteen miles to Cereal to catch the train on which I joined my mother and proceeded to Sibbald, Alberta, for a three-day visit with relatives, Gordon and Maggie Caswell. I arrived back in Cereal very early on Tuesday morning, walked the fourteen miles to the school and taught all day. It is no understatement that I slept soundly that night.

The library at Stimson School had a generous collection of books --- English classics, World War I historical accounts and some Canadian literature. Since I had long hours to fill I read widely during that year. I remember vividly, because of its influence on my thinking, a story entitled "The Way of the West" in a collection of short stories by Nellie McClung in her *Black Creek Stopping House and Other Stories*. I recommend this story as a perspective on the way I would like to see people live and work together --- free of narrow credal, institutional, organizational and racial biases.

For my services as teacher in the Stimson School District, I received a yearly salary of \$1,000 (\$5.00 per working day). This was supplemented by thirty dollars for sweeping the floors (\$3.00 per month) and approximately twenty dollars for lighting fires in the furnace during the colder months. All financial arrangements were included in the contract between the school board and me. I was fortunate at that time and subsequently to receive remuneration above the statutory minimum of \$840.00 per annum. Many of my friends, during the depression years which followed 1929, received much lower salaries than the legal minimum.

I enjoyed my association with the pupils and parents in the Stimson School District. In retrospect, I cannot say that this first year of untutored apprenticeship was completely successful. There was considerable trial and error as I attempted to formulate approaches to teaching that would translate into practice the many ideas that I had had presented to me at Normal School and had observed in the classrooms of my former elementary and secondary school teachers. I am sure that during 1925-26 I learned far more about teaching than I had learned from previous experience.

Claresholm View School District No. 1871

Between 1926 and 1928, I taught in the Claresholm View School District, approximately ten miles north-east of Claresholm, Alberta. I boarded with my parents and drove back and forth each day in a Model T Ford which I had purchased new for approximately \$400. On cold winter days, before the common use of antifreeze, I poured hot water into a special radiator built by my father. Made of a rectangular core of

galvanized iron with one-inch tubes soldered into it at regular intervals, it held five gallons of pre-heated water. At the school I drained the water from the radiator into a five-gallon pail and, on top of the Waterbury heater on which I had placed a tank in the shape of a frustrum of a cone with a tap at the base, I kept the water hot after pouring it into this tank. Besides permitting me to have hot water for my after-school drive home, this arrangement added humidity to the otherwise dry air of the classroom. When it was particularly difficult to start the car in cold weather, I would raise one rear wheel on a jack, place a block in front of the other rear wheel, put the car in gear and crank, using the principle of the fly-wheel as an assist. Through dust, mud or snow, depending on the season, I travelled to and from school.

In the Claresholm View School I taught Grades I through IX to an enrolment of twenty-five to thirty pupils. I began to feel more secure as I gained further experience and began to develop promising organizational and pedagogical techniques. No amount of pre-service preparation of teachers can replace the need for on-the-job experience. Some of the pupils whom I taught in the Claresholm View School I met much later in the Claresholm High School. I was once told that Martin Luther was in the habit of doffing his hat to the students in his classes to honor them in the careers and accomplishments of their future --- a future he could surmise but not necessarily predict. I have always felt that way about the pupils I have taught and have lived to see many of them filling important roles in society. There is considerable satisfaction in observing the development of one's pupils through school and post-school activities and careers and to reflect on the fact that, as a teacher, one has had a part to play in helping shape the foundations of their successes. In a sense one shares life's achievements with them.

Because of his background in American schools he had attended and because he thought it his duty, the secretary-treasurer of the Claresholm View School District, William Horlacher, spent one day each year sitting in the classroom to observe the teacher and pupils in action. This was a custom that I have not seen repeated in any other school. Of course the school was inspected once or twice each year by the official representative of the Department of Education, Colonel J. A. Macgregor. The chairman of the school board, Mr. Ed Moser, was the farmer for whom I had worked at harvest time during my high school days.

During my second year at Claresholm View School, I made my first modest contribution to teacher education when I was selected to provide a week or two of observation and practice in a one-room school setting for a neophyte who had just completed the formal institutional-based program of the Calgary Normal School. My memory tells me that the name of this neophyte teacher was Ralph Barnes.

At Claresholm View School, I received a yearly salary of \$1,000 plus an additional \$100 for doing the janitor work: sweeping floors and lighting and stoking fires.

A highlight of each school year was the Christmas concert in which I was ably assisted by Mrs. James Haslam, a parent of two of my pupils. Mrs. Haslam gave leadership in the musical items of the program --- mostly choruses, carols and drills --- and played the piano accompaniments for them. It is of interest that Mrs. Haslam was a sister of Mrs. L.C. McKinney, one of the first, if not the first, woman member of any legislature in Canada. Parents naturally responded positively to the involvement of their children as participants in the activities of the school.

I remember a winter blizzard that piled snow so high in the school yard and on the roads that the pupils were kept in the school until well into the evening when their parents came and took them home on horse-drawn sleds.

Starline School District No. 1005

In the fall of 1928 I moved to Starline School ten miles east of Claresholm. In this two-room school, with antecedents going back to Northwest Territories days, I taught Grades VII through XI and had administrative responsibility for the total school operation. During my first year in this school, Grades I through VI were taught by Burness Stewart of Granum, during the second year by Mabel Nelson of Claresholm.

During 1928-29 I drove from Claresholm each morning and back after school duties were done. During 1929-30 I boarded with Mr. and Mrs. Ned Brown, he a graduate in mining engineering from Queen's, she a graduate in honors botany from the University of Toronto. Both were well-read, stimulating people. Ned Brown and his brother Thor, another graduate in mining engineering who farmed nearby, had established a cooperative approach to farming that called for them to work long though shared hours during the peak periods of the year, but which gave them free time, especially during the winter, to read, reflect and participate in challenging discussion groups in the rich agricultural area surrounding the Starline School. Those were years of intense interest of farm groups in economics and politics.

During my second year at this school, I purchased the 1928 Model A Ford that I drove for the next ten years. Today it would be a vintage car or a museum piece.

With fewer grades to teach, I was able to concentrate more and more on both subject matter to be taught and on procedures of teaching. I believe that one of the best ways of learning how to study is through preparation for teaching responsibilities day after day. In the teaching profession, not only must one know the concepts, principles and skills to be presented and learned, but one must have a variety of approaches to help individual pupils. There were about thirty pupils in each room at the Starline School at the time, with few proceeding beyond Grade VIII or IX. I was encouraged, during my second year in this school to have three pupils complete the Grade XI program successfully. All three --- Ruby Davies, Coral Strang and Hannah Toone --- subsequently qualified as teachers through attendance at the Calgary Normal School. Because of factors associated with the depression of the early 1930's, teaching jobs for beginners were few in number. Eventually, however, two of these young ladies became practising teachers and all three have had successful careers.

The formal in-school program was supplemented by a wide range of activities: basketball for both boys and girls, dramatic productions, school fair entries and parades, boy scout meetings culminating in a camping session at Waterton Lakes Park and what the boys called the "muscle grind". The latter was performed by placing the arms over a round pipe firmly fastened between two upright posts with the pipe across the back and the hands tightly linked in front. After swinging back and forth several times, the participant would gain enough momentum that he could swing round and round like a ferris wheel. Though hard on the muscles of the upper arms, this activity provided an element of competition to determine which contestant, including the teacher, could complete the most turns. It is enough to say that I was not the winner.

Not far from the school was the Church of Jesus Christ of the Latter Lay Saints --- many Mormons had settled in the area. It was in facilities at this church that community dances were held on many Friday evenings and where the young and the not so young mingled in wholesome association with one another. With the passage of time and the improvement of roads and cars, the school and the church building (later purchased as a community hall and moved to a location near the school) ceased to serve the functions I have described. In many ways there has been a loss of community feeling as small units have disappeared and as people have sought education, entertainment, consumer goods and religious satisfaction in urban situations.

Near the school, too, was Mike Wendlebow's blacksmith and welding shop, also long gone, where pupils from the school, strange as it may seem, were able to purchase such luxuries as chewing gum and candy bars.

I remember with fondness the two years I spent as teacher/principal of Starline School and the pupils and friends I had there. I hope that, in some small way, I was able to contribute to the foundations of the lives of the pupils and to the life of the community.

At Starline School I received \$1,200 per annum for my teaching and modest administrative services. Here there were no janitorial requirements in my contract.

Stavelly School District No. 944

During the next three years, 1930-33, I served as principal and high school teacher in the four-room school at Stavelly, Alberta, ten miles north of

Claresholm. At first I was responsible for teaching Grades IX through XI, but, as a result of pupil successes, a reorganization was effected that placed Grade IX in the same room with Grades VII and VIII. Grade XII was added to Grades X and XI in the high school room. In 1930-31, Miss Irma Liddle taught Grades VII and VIII, Mrs. Roy Jenkins Grades IV, V and VI, and Miss Lillian Gordon Grades I, II and III. During the next two years David Smith taught Grades VII, VIII and IX, Miss Wilma Smith Grades IV, V and VI, and Miss Lillian Gordon Grades I, II and III. I was responsible for teaching Grades X, XI and XII and for the overall administration of the school.

During my teaching career in Stavely, I taught --- or at least directed the learning procedures --- for a full range of high school subjects, a total of twenty-three subjects in 1932-33. In order to do this it was necessary that I devise a functional organization and that I become a workaholic. I had a large metal frame constructed into which each week I inserted a chart listing on the left-hand side the twenty-three subjects and in five ruled columns and twenty-three rows the curricular assignments for which the pupils carrying the various subjects were responsible. I then proceeded to teach short lessons and to deal particularly with problems as they arose. Not all of the program could be completed within regular school hours. Grade XII French classes I taught after four o'clock. Grade XII Latin authors were handled in Latin "parties" in the homes of various students where, after we had translated together a hundred lines or so of Nepos, Virgil, etc., the host or hostess would provide a mid-evening snack. There are many ingenious ways to face up to challenges. Chemistry laboratory sessions were a Saturday morning activity.

It was not all serious business, as some of my pupils of those days will verify. I had a fun way of

handling the gum-chewing problem: reciting a "poem" of which I remember now only the following lines:

*When first I met her she was fair,
And chewin' chewin' gum.
A rosebud nestled in her hair;
He breathed his love unto her there,
And she, she smiled a smile so rare,
While chewin' chewin' gum.*

*Today I met her down the way,
Still chewin' chewin' gum.
Three happy children bright and gay,
And they were hers I knew for they
Were chewin' chewin' gum.*

I have had the satisfaction of following the careers of many of those whom I taught in Stavely, among them artists, musicians, mathematicians, scientists and scholars in the humanities; successful politicians, lawyers, teachers, researchers, business persons, homemakers, farmers; heroes who served, and some of whom lost their lives, in defense of Canada and the Western way of life in World War II. I count among my closest and longstanding friends Sidney Lindstedt, a colleague who was for many years a professor at the University of Calgary and Nora (Rea) Sinclair, whose career has taken her to the Lethbridge Community College and to the University of British Columbia. With others I have corresponded over the years and have derived personal satisfaction from their successes. I wish it were possible to list here all of their accomplishments.

Sports were an important part of the extra-curriculum. Each fall the Stavely School participated in the Wheatbelt Track and Field Meet held sequentially in one of five member communities: High

River, Nanton, Parkland, Stavely and Claresholm. I would be at the track at 7:00 a.m. to run the distance races with the senior boys while in the afternoon, following regular school classes, the staff and I would supervise the practice of contestants for other events: sprints, broad and high jumps, shot put and relay races. As a small school we were satisfied to qualify for a few ribbons.

In the spring a second meet was held, this time consisting of team sports for junior and senior entries in basketball and softball for girls and baseball for boys. Dave Smith coached the junior girls basketball team, the Chics, while I coached the senior girls basketball team, the Laurels, and the girls softball team. Dave coached the junior and I the senior boys baseball entries. We were able in spite of the depression to outfit the basketball teams with green sweaters with white lettering. Stavely being a baseball centre in the heyday of Lester "Slim" Haynes, Alex Allen and "Hap" Rea, we had no difficulty in rounding up uniforms for the baseball teams and in having additional help in coaching.

Out-of-school entertainment included free and figure skating and dancing, the latter in the basement of the Mormon church and in Brühn's Hall. One advantage of living in a small village was that young people in general participated in the same healthful and wholesome activities.

Among the pupils in the Stavely School there was considerable talent in art, drama, dance and music. This talent was channelled into two major productions during the years I was principal at Stavely. In 1931-32 the staff and students produced a musical revue under the title "Sweethearts on Parade" and centred on various well-known sweetheart songs around which appropriate dramatic incidents were woven. Publicized

in the local press through the facile pen of Glen Stanford, an adult student recently returned from a Mormon mission in France, this production filled Bruhn's Hall. Emboldened by the success of this venture Dave Smith and I wrote the script for a 1932-33 "Roses Revue". While much less professional this offering was planned to capitalize on skills and talents of staff and students. Those were fun experiences about which one could write volumes. Unlike most schools today there were no specialists in drama, music, physical education and related areas.

By this time W. G. Moffatt of Claresholm had been hired to provide for the Stavely School a half day per week of non-credit musical experiences spending a part of that half day in each of the four classrooms. He also gave considerable assistance in the preparation of the musical items of our second revue.

After boarding during my first two years in Stavely, I joined Dave Smith in 1932-33 in renting a furnished cottage for \$15.00 per month. Here we batched for that year, being joined in the later months by Fridtjof Volstad, a student who added variety to our menu with food brought from his farm home. On hallowe'en, long before Fritz had joined us, Dave and I decided to protect the outhouse from being pushed over by the local boys. We took turns during that long and sleepless night standing guard and, though we succeeded in keeping our property upright, we concluded that it would have been better had we had a good night's sleep. We were sure that the boys had more fun that night than we.

Having previously completed university courses in English and history through Queen's University, both by correspondence and summer study, I attended University of Alberta summer sessions in 1931 and 1932 to add course credits in inorganic chemistry under Professor

Stover and classical history (The Private Life of the Romans) under Professor Geneva Misener.

Lillian Gordon was my companion in social activities during my later Stavely years. Together we attended the Rex Theatre in Claresholm, Chautauqua programs on the winter circuit in Stavely and innumerable dances.

The conviction that I must expand my educational background in breadth and depth by completing the requirements for a B.A. degree led to my decision to attend the University of Toronto in the fall of 1933. To resign from a teaching position paying \$1,800 per annum in the depth of the great depression was a bold step to take. But with enough saved to finance a year of university studies, I took that step. It proved to be a wise move. I have come to believe that one must be ready when opportunity knocks and that it is a sound personal and economic investment, despite the risks involved, to prepare oneself academically and professionally for life's unfolding future.

During the years I spent as a teacher in Alberta schools, I followed the practice of reciting to my pupils, at the beginning and the end of each school year, the following poem by Sir Henry Newbolt.

The Torch of Life

There's a breathless hush in the close tonight

--

Ten to make and a match to win --

A bumping pitch and a blinding light,

An hour to play and the last man in.

And it's not for the sake of a ribboned coat,

Nor the selfish hope of a season's fame,

But his captain's hand on his shoulder smote:

"Play up! Play up! and play the game!"

The sand of the desert is sodden red, --
Red with the wreck of a square that broke;--
The Gatling jammed and the Colonel dead,
And the regiment blind with dust and smoke.
The river of death has brimmed his banks,
And England's far, and Honor a name,
But the voice of a schoolboy rallies the ranks:
"Play up! Play up! and play the game!"

This is the word that year by year
While in her place the school is set,
Every one of her sons must hear,
And none that hears it dare forget.
This they all with a joyful mind
Bear through life like a torch in flame,
And falling fling to the host behind:
"Play up! Play up! and play the game!"

CHAPTER IV

TEACHING YEARS: PHASE II
(1933 - 1943)*Preparation*

At the age of twenty-six, I moved into the second phase of my professional career. To prepare for this I enrolled in Victoria College of the University of Toronto on a Bachelor of Arts program. In early September 1933, I purchased for \$40.00 a return railway ticket to Toronto on what was called a cent-a-mile excursion. One was entitled to the return journey if taken within a specified time. While I did not intend to use this provision, the arrangement provided an economical means of travel from Claresholm to Toronto. Of course the ticket gave one only the privilege of a seat in a day coach. The lunch prepared by my mother was complemented by the Woodhalls when I reached Winnipeg. For exercise I walked the aisles of the train and the platforms at divisional points where the train stopped for servicing.

The University of Toronto was and still is a College university. As an undergraduate one registered in one of the Colleges: Knox, Trinity, Wycliffe, Victoria, St. Michael's or University College. I registered in Victoria which, having originated with a Methodist orientation at Coburg "on the old Ontario strand", had been moved to its present location east of University Avenue and south of Bloor Street West. On the same campus was Emmanuel College dedicated to theological studies largely for the preparation of ministers for the United Church of Canada.

Associated with Victoria and Emmanuel were a number of residences: Wymilwood and Annesley Hall for women students, Burwash Hall with its various "houses" --- North, Middle, Gate, South, First, Second, Third, and Fourth --- for men. I lived in North House where for \$266 I had room and board for the university year. From the window of my spare but adequate second-floor room, I had a view of a dozen or more chimney pots on the Charles Street houses to the east. For another \$22 one could have a room on the west or front of the residence with a fireplace and a view of the quadrangle. But in those depression days it was important to economize.

Over the south entrance of the main building of Victoria College is inscribed the motto "The Truth Shall Make You Free". In this building I registered in a program of six courses, one more than the normal yearly load. Having transferred credit in two courses from Queen's and two from Alberta, I was permitted by Registrar Auger to carry the extra course. I enrolled in second year English (with Professors E. J. Pratt and John Robbins), Greek History (with Professor Moffatt St. John), Latin (with Professor Norman W. DeWitt, Jr.), the Bible (with Professor John Dow) --- all these to be taken in the College --- British and Canadian History (with a team of professors consisting of Chester Martin, Donald Creighton, George Brown, Frank Underhill and a blind professor by the name of McDougall) taken in the University's history building, and Organic Chemistry (with a professor who insisted on referring to me as "the man from Manitoba") taken in the University's chemistry building. I was also required to carry a compulsory course in physical education. For one enrolled in a Pass Arts program this provided stimulating fare through close identity with the smaller college unit as well as with the university as a whole. It also provided the opportunity of being taught by distinguished scholars whose varied points of

view, approaches to teaching, and scholarship served to broaden my rather limited academic horizons.

Having learned from my eight years of teaching the value of systematic study, I followed at Toronto a rigorous schedule, dividing my time as necessary over the six subjects. I had come to the university with the serious intention of completing a baccalaureate program in two years. For this reason, coupled with my limited savings of approximately \$600, I devoted myself to study, foregoing many co- and extra-curricular opportunities offered. In retrospect I believe this to have been a mistake. I purchased books, at that time relatively inexpensive, to permit me to study in the quiet of my room in North House. In addition I spent long hours in the library which I found ideal for concentrated study with the added advantage of having needed resources close at hand. Except for Roy Hicks with whom I have kept in touch over the years, I made no lasting friendships among the residents of Burwash Hall and the students with whom I shared classes at the University of Toronto. I related well to them in class and casual associations, but there was much that students generally gain in such a milieu that I missed. The fault was mine --- yes, and the loss. The fact that I was much older than the rest of my classmates was no excuse.

I spent many weekends with former Georgetown friends. By this time A. G. Green had moved from Georgetown to become the principal of an elementary school in Burlington. He and his wife Alma, his son George and daughter Margaret were especially kind to me. George, who at the time was teaching in Islington, would pick me up after class on Saturday and drive me to Burlington. He would drive me back to North House early Sunday evening. These weekend visits provided relaxation from the rigorous study regimen I followed during the week.

My extra-curricular activities during both years I spent in Toronto were limited. I attended football games at Varsity Stadium where the games of both the Big Four (Sarnia, Toronto, Hamilton and Montreal) and University (Western, Toronto, Queen's and McGill) Leagues were played. As a student at the University of Toronto I was able to buy a book of tickets to all regular games for the modest charge of \$4.00. I was also entitled to purchase, as I did, tickets for the Grey Cup games of 1933 and 1934. I found football, which was then just introducing the forward pass into the Canadian version of the game, an exciting and dramatic sport.

In winter the playing field at Varsity Stadium became a skating surface. There I enjoyed the freedom of skating to the accompaniment of a live band. Whereas in Stavely and Claresholm the practice was for the boy or man to skate on the inside and his partner on the outside, the reverse was true for the majority of skaters on the Varsity ice surface. Both practices have advantages. At any rate the Toronto-learned practice stood me in good stead in later years since my future wife Clara always preferred to skate on the inside.

I renewed my former acquaintance with Mrs. Herb Kennedy and her two daughters Lillian and Margaret. Lillian was at the time a teacher at Whitby, Margaret a secretary to an executive of a utility company. Margaret had graduated in modern languages from Victoria College, University of Toronto, with a gold medal. She was a good companion who accompanied me to the movies, who during my two years in Toronto was my partner at North House At Homes, and who was also my partner at a graduation party at Victoria College in 1935. I appreciated the kindnesses shown to me by the Kennedys who helped to make my two years in Toronto more pleasant. It seems tragic that both Margaret and Lillian died of cancer a few years afterward.

I was pleased to read in the printed results of the 1934 examinations that I had secured an overall A standing and that to my surprise I had received two awards offered through Victoria: the Webster Prize in Pass English (founded by J.G. Hodgins, I.S.V., M.A., Ll.D) and the Hamilton Fisk Biggar Scholarship in the second year of the Pass Course. The prize provided a number of books which became part of my personal library; the scholarship, in the amount of \$100, came within ten dollars of paying my fees for 1934-35.

Having purchased another cent-a-mile excursion ticket I returned to Claresholm in early June of 1934. Following a short rest I assisted my father in his plumbing and tinsmithing business until I was able to secure work on the farm of Mr. J.O. Haslam. There I served as the "hired man" for a month doing the usual duties expected: milking, caring for the horses I drove six-abreast on a rod-weeder, painting the wagons to be used by the threshing crew and helping prepare the separator for the threshing season. Since I was much thinner than I am now and since Mr. Haslam was himself too large to do so, I was assigned the task of crawling into the "innards" of the separator to make necessary repairs. Having spent a month doing farm chores, another hired hand and I together stooked (shocked) the bundles of grain at ten cents per acre --- a fairly low figure even for that depression year. I continued to do the milking. When the threshing season began, my stooking partner and I became spike pitchers on the threshing crew of Haig and Haslam. This meant, of course, that we fed bundles of grain into the separator from the loaded wagons of the field pitchers. Since there were eight or ten wagons we were constantly busy. As spike pitchers, we were also responsible for putting on (in the morning) and taking off (in the evening) the belt that connected the tractor and the separator. The belt had to be protected during the night against moisture from dew or rain. Before we began, my partner

asked which side of the separator I wished to pitch from. Being a greenhorn I said that it didn't matter to me. He chose and I found myself on the belt side. Since the belt inevitably carried loose strands of grain and dropped them on the ground between the separator and the tractor, it became my duty between loads to clean up the loose grain and feed it into the separator --- while he rested. Since I never did any spike pitching afterwards, I was never able to use the lesson I had learned.

We slept in a bunk house on wheels and ate in a cook house nearby. Since we rose early and worked late we slept soundly and ate heartily. My arms, unaccustomed to this type of work, often ached to the extent that I had to force myself to keep pace with the other members of the crew --- from farms and logging camps --- who were used to hard physical labor. In their company, too, I heard language that at the time seemed shocking, but which in these later days seems an acceptable norm. At the end of ten days threshing it began to rain and with my chances of adding to my finances ended I began to make plans to return to Toronto to begin the final year of my B.A. program. In retrospect I am glad to have had the experiences I gained that summer as well as the wages I received. For the month as a hired hand I received \$20 plus board and room, for stooking \$16, for milking during the stooking period an additional \$3, and for the ten days threshing \$25 --- a total of sixty-four hard earned dollars. Of this I spent \$16 to have my Model A tuned up because I had decided to drive to Toronto accompanied by a young trainee for the Anglican ministry who had bicycled from Toronto to Claresholm and Dorcas Rowe, the daughter of the United Church minister in Granum, a few miles south of Claresholm.

During our five-day journey to Toronto we drove long hours on gravel and, as we travelled farther east,

paved roads. At Winnipeg we all stayed overnight with my Woodhall relatives. On other nights Dorcas stayed in Y.W.C.A. accommodation while the ministerial trainee and I slept in the car near boy scout halls --- he was a committed member of the scouts. En route we stopped long enough in Chicago to make a quick visit to the 1934 World Fair.

The total cost for gasoline, tire repair and oil (the car required a quart each time we filled the gas tank) was under \$45. Shared this made economical travel to Toronto. Having reached that city we parted company, each of us following separate programs at the University of Toronto and each of us our separate ways.

I registered in a program of five courses: English, again with John Robbins and E. J. Pratt; Roman History with Professor C. B. Sissons; Latin with Professors H. Bennett and Norman DeWitt, Sr.; British and Canadian History with a team made up of Chester Martin, Donald Creighton, George Brown, Frank Underhill and Professor MacInnes; and Physical Chemistry with Professor Andy Gordon who in my opinion did all the things I find satisfying in an effective teacher.

I soon settled into a pattern paralleling that of the previous year. I was able to finance this final session by drawing on a number of sources: the \$48 left from my summer earnings, \$200 borrowed on an insurance policy, \$200 borrowed from my sister, \$50 borrowed from my cousin Barbara Woodhall, \$100 from the Hamilton Fisk Biggar Scholarship and the balance from the repayment of a loan I had made to my good friend Wilfred Bennett when he had attended the School of Journalism at the University of Washington in Seattle. Wilfred and I have often claimed that we put each other through university. From what I have written above my readers will appreciate that there were few frills.

At the end of the year I graduated with A standing and found, again to my surprise but with extreme pleasure, that I had been awarded the Prince of Wales Silver Medal in the Pass Arts Course at Victoria. The Prince of Wales gold medal was awarded that year to E. H. A. Heeney whose subsequent career in the diplomatic service of Canada has been quite distinguished.

Both my father and Wilfred Bennett came to Toronto for the graduation and some of the related social functions. I have always regretted that my mother, who had an unfulfilled yearning to return to her native Ontario, was not present.

My father, Wilfred and I drove from Toronto to the Tilbury East environs of Kent County, Ontario, where my father visited briefly some of his boyhood friends. From there we drove to Chicago where we saw our first professional baseball game and became caught up in the fervor of that splendid dramatic sport. In Winnipeg Wilfred left us to return to Calgary by train while my father and I, after a visit with the Woodhalls, made our way home by car. We arrived in Claresholm with a total of seventeen cents between us.

Teacher and High School Assistant

I was fortunate enough to be hired as teacher and high school assistant (what would now be vice-principal) in Claresholm School District No. 764 at an annual salary of \$1,260. My duties, which commenced in September 1935, included at various times responsibility for a full load of teaching in Grades IX through XII: history (later social studies), English, algebra, geometry, trigonometry, chemistry, bookkeeping and physical education. In those depression days enrolments were heavy. Since there were few available physical education specialists, staff members shared responsibilities for coaching track and field events

CLARESHOLM HIGH SCHOOL
CIRCITER 1942



A teaching principal with one of his classes

CLARESHOLM HIGH SCHOOL



The 1937 Originals

CLARESHOLM HIGH SCHOOL



A 1939 Version .

This picture is included to represent the
various teams ----- baseball, basketball,
football and hockey coached 1935 - 1943

TWO VERSIONS OF THE "PETES"



and team sports. From my previous experience in Stavely I was quite at home preparing the boys for the Wheat Belt track and field meet held each September and for coaching baseball (boys), basketball (girls) and softball (girls) for the games meet each spring. I took a special interest in the girls' softball team which I outfitted with maroon and gold sweaters carrying the designation *Petes* derived from my nickname. I also coached teams other than those participating in sports meets: in winter a boys' hockey team which participated in a high school league with teams from Okotoks, High River, Nanton, Stavely and Claresholm; in the fall a football team which, though not on an organized schedule, played high school teams from Vulcan, High River, Cardston and Lethbridge. At the time football was not played widely in Alberta high schools outside the major cities. Equipment was relatively expensive and was far from the quality of that available today. But through self-help and with other support from local merchants, we managed to provide the basics necessary for protection and for uniform appearance.

I enjoyed my extra-curricular involvement in the athletic programs of the school. I continue to believe that my participation as a coach and my interest in sports programs in the different schools in which I taught paid rich dividends in the classroom which after all was of primary importance.

At the time there were provincial-wide examinations in all high school grades. The editor of the *Claresholm Local Press* published for each student the grades obtained on these examinations. The whole community knew how each pupil had fared, what percentage of passes had been made in each subject and the so-called "batting average" of each high school teacher. While for many reasons I do not condone that sort of publicity, it probably had the effect of stimulating the efforts of teachers and pupils. But it

was cruel for the failing students who had tried their hardest.

During my first two years as high school assistant in Claresholm Mr. F.O. Foster was the principal and Miss Mary Bell the third high school teacher. The principal was responsible for the organization and operation of the whole school, Grades I through XII. Grades I and II were located in a two-room building east of the eight-room school which housed the rest of the grades.

In the fall of 1937 Mr. Carl B. Johnson became principal. For the next two years he, Mary Bell and I were the high school staff. Following Mary's marriage to a young lawyer, Charles Bennett, her place on the staff was taken by Miss Gay Ross. While I was disappointed that I had not been asked to become principal in 1937 on the retirement of Mr. Foster, I didn't let that disappointment affect the enthusiasm with which I approached my teaching and extra-curricular activities. As a staff we worked well together and developed lasting and enriching friendships.

My non-school interests included tennis, skating, skiing (in those days far from the sophisticated sport it has become), dancing and church work. Believe it or not, I even played the trumpet in the town band.

With additional optional subjects being added to the high school curriculum I qualified in mechanical drawing through the American School in Chicago and for the Alberta Junior Certificate in Bookkeeping through studies completed at the Garbutt Business College in Calgary.

By attending summer classes at the University of Alberta in 1936 (Education 56, Education 58, Education

59 and 101) and in 1937 (Education 104), I qualified for the Senior Diploma of the School of Education and for the Alberta High School Teacher's Certificate. Subsequently, when certification practices were changed, I received the Alberta Professional Certificate as the current basis for teaching in Alberta schools.

By completing Psychology 52 and Education 103 (1938-39), Philosophy 108 (1939-40) --- all through extramural study ---and a thesis related to the teaching of social studies (1941-42), I qualified for the M.A. degree of the University of Alberta.

CHAPTER V

CLARA ALBERTA SIMPSON (RINGROSE) COUTTS
1938-40

December 26, 1938, was a highlight of the first thirty-one years of my life. On that day Clara Alberta (Simpson) Ringrose and I were married.

I had known Clara when I was a boy and she a girl in Claresholm, Alberta, schools, but my associations had been at a distance: recognition in passing the Simpson residence of the long hours of practice that provided the foundation of her skill and sensitivity as a pianist, participation in the same stage grouping in a chorus of one of W.G. Moffatt's operatic programs and enjoyment of the organ and piano duets that she and Mr. Moffatt added to the services in the Claresholm United Church.

Clara was the younger daughter of George and Martha Jane (Riggs) Simpson. From a previous marriage George Simpson had a daughter Lily who had been reared for the most part by her father's family in Peterborough, Ontario. Of the three children of George and Martha (Matty) Simpson, Georgina Ruth and Alexander Mills were born in Ontario where their father had been a railway telegrapher, an occupation which probably explained his life-long interest in electronics and their application in wireless and radio transmission. Moving to Claresholm in 1906 George Simpson, after a year in business with his brother-in-law, became postmaster, a position he held until his death in 1941. It was on June 20, 1907, that Clara Alberta was born above the post office where the Simpson family lived at the time. It is not true, however, that she came in the mail. Her sister Ruth has told me that George and Martha were so pleased with the opportunities and



CLARA A. COUTTS

prospects of their new life in the developing West and particularly in Claresholm that they named their new daughter *Clara* for their association with the town and *Alberta* for that with the province.

The Simpsons were highly respected citizens in in the Claresholm community, participating in church (first Presbyterian, later United Church), municipal, school, masonic lodge and social activities. They acquired a house in Claresholm and as a secondary interest farm land near Carmangay.

Clara attended elementary and secondary schools in Claresholm, but it was to music that she devoted her major interest and effort. She studied pianoforte under W. G. Moffatt whose contribution to the musical life of Claresholm and later to centres in the Crow's Nest Pass is beyond estimate, and Mrs. Archbut Cook to whose studio in Calgary Clara made weekly train trips for many years. In 1927 Clara A. Simpson became a Licentiate of the Associated Board (LAB) of the Royal Academy of Music and the Royal College of Music (London) receiving the Performer's Certificate as a Pianiste. She contributed her musical talents through teaching and performing.

In 1927, too, Clara married Douglas Ringrose of Claresholm and with him moved to Blackie where he operated a general store and she continued her musical activities. Charles Alexander Douglas Ringrose (August 20, 1928) and Edward Gordon Ringrose (January 28, 1930) were born in Claresholm. In 1930 their father died and the young widow and her two boys returned from Blackie to Claresholm, taking up residence with her parents. There and in the Claresholm schools she taught private music lessons to innumerable pupils. In addition, she assisted classroom teachers with their music offerings, played the organ in the United Church after Mr. Moffatt moved to the Crow's Nest Pass and generally made a new life for herself in her native community.

When I returned from the University of Toronto in 1935 as high school assistant to principal F.O. Foster, I began to see Clara about the school, at the skating rink where we both were active participants in a Thursday evening adult skating and informal social club and at dances where we found ourselves partners. Anyone who knew us will recognize the mutual enjoyment we derived from skating and dancing.

In 1936 as Clara A. Ringrose, Clara qualified as a Licentiate of the Royal Schools of Music (LRSM) of the Associated Board of the Royal Schools of Music (London) receiving its Teacher's Certificate.

Toward the end of the 1937 school year, I rang the doorbell of the Simpson residence to ask Clara if she would be my partner at a high school closing party and dance. With her affirmative reply began the courtship which preceded our marriage. There were especially happy shared activities: skating, dancing, attending the local movie theatre and musical events in Calgary, enjoying each other's company in my frequent visits to the Simpson home. Mr. and Mrs. Simpson helped by inviting me to accompany them, Clara, Douglas and Edward on Labor Day trips to Waterton Lakes and Kalispell, Montana --- events that are vivid and pleasurable memories. One of those memories is of the two of us sitting in her father's car looking across Waterton Lake as the silver of the moon was reflected by the dancing waves. It was there and then that I first asked Clara to marry me. It was not until later that she consented. Her delay, I believe, was a result of her concern for the future of her two small sons and of my assuming responsibility for them.

In the summer of 1938, in my 1928 Model A Ford, Clara and I, together with Douglas and Edward, set off

for a holiday in Banff. I suppose that, small towns being what they were at the time, this raised the odd eyebrow. But we had no doubts about ourselves. We learned, the four of us, to enjoy each other's company and to adjust and participate together in preparation for the melded family we were to become later that year.

Clara and I were married in the Simpson living room on Boxing Day 1938 with the Reverend R. W. Dalgliesh officiating. We had no attendants. The wedding party was small: the minister and his wife, Clara's father and mother; her two sons Douglas and Edward; my father and mother; Clara's sister Ruth, her husband Douglas Gray and their four children: Donald, Gordon, Marilyn and George; my sister Margaret; Mr. Moffatt, who played the wedding music; and two girlhood and long-time friends of Clara: Marion Milnes (now Riddell) and Bertie Guy (now Billings). My bride was beautiful in a rust-colored velvet wedding dress. Following the ceremony the guests and Clara and I enjoyed a wedding dinner in the Simpson home.

On the evening of our wedding we set out on the first of our many honeymoons. In our antiquated Model A, with my bride kept warm by hot bricks and a crockery hot-water-filled "pig" at her feet, a heavy woollen blanket wrapped around her and our love we drove to Calgary where at the Royal Hotel as our base we spent five happy days together as I assume other honeymooners do. We made excursions to the theatre and to dinner at the home of our friends Theo and Margaret Finn, with Wilfred and Ruth Bennett as other guests. We returned to Claresholm to attend a New Year's Eve dance and to show the newest Mr. and Mrs. Coutts to the community.

Because we both had many friends in Claresholm we received numerous cards of congratulation and good wishes as well as gifts for the home we then set up.

With January we returned to our teaching and other professional responsibilities, but with the added incentive of doing things together. Clara was always interested in my work and my career in education as I was in her musical and social interests and activities. Wherever time and opportunity took us each pursued interests and developed talents independently, but with the encouragement and cooperation of the other. It is my firm belief and certainly a fact of my own experience that wives play a major part in the careers of their husbands and often make personal sacrifices in the process.

Following the completion of the spring term of 1939 Clara and I set off, again in our ancient Ford and with \$240 saved from our modest income, on a second honeymoon. Our holiday took us down the inside route from Lethbridge to Helena, Montana; Idaho Falls; Salt Lake City; St. George; Boulder Dam; La Verne and Los Angeles. At La Verne (California) we visited briefly with Maude Kendrick (née Milnes), her husband and three charming daughters. At Los Angeles we were shown the sights by Blanche Ashley (née Milnes) and her family. We were especially impressed by the innumerable oil derricks at Signal Hill, the Griffiths planetarium and the stained-glass window at Forest Lawn in Glendale --- a window depicting the last supper.

Moving on to Madera, California, we visited briefly with my Aunt Charlotte (Lottie) Hartwell and my cousins Midge (Hartwell) and Buckley Dean, Lewis and Neeley Hartwell and their families. On a side trip to Yosemite Valley, we were impressed by the vastness and unusual formation of the mountains and by the fire-fall at dusk when embers from a pre-lighted fire were pushed over the rocks above to fall on the valley floor below.

Moving on next to San Francisco by way of Monterey, we visited the Sea Lion Park, rode the trams

up and down the hilly streets, explored the famous Chinatown of that city and spent a day at the World's Fair on a new man-made island. There we were particularly interested in the collection of masterpieces of classical paintings and sculptures which had been imported from Italy and other European sources for the occasion.

We were joined in San Francisco by Marion Milnes who remained our companion for the rest of the journey home as we followed the coastal route through the redwoods (that vast, quiet, impressive natural cathedral) to Grant's Pass, Eugene and Portland (Oregon), Seattle and Spokane (Washington) and Claresholm. En route we purchased two bicycles (one red, one green) with balloon tires as gifts for Douglas and Edward. Dismantled these bicycles were perched on the back seat of the car together with the luggage --- the car had no trunk for storage. Considering today's costs and the problems we might have had on such a venture we often wondered how we made this long journey so successfully. But as a honeymoon it was a great success. Our one regret was that we had not taken Douglas and Edward with us.

One further personal event of our Claresholm days was the birth of our son Peter Charles Coutts on Christmas Day, December 25, 1940. Clara spent that day in the Claresholm Hospital, the boys with their Simpson grandparents, I in our cottage home across from the hospital reading, I well remember, the biography of Eve Curie. Shortly after 6:00 p.m. the telephone rang and I was told of the safe arrival of the son who placed a seal on our love and marriage. That evening the boys and I went to the hospital to share with Clara the pleasure of opening her Christmas gifts and to see our new son and brother. Douglas and Edward seemed as pleased as Clara and I with the addition to our family.

CHAPTER VI

TEACHING YEARS: PHASE III
1939-1943

In September 1939, the month that World War II began, I became principal of the Claresholm Schools following the appointment of Carl Johnson to the superintendency staff of the Alberta Department of Education. In addition to responsibilities for the organization and administration of the total school program, I carried a full load of teaching in the high school: English, social studies, chemistry, trigonometry, bookkeeping --- whatever subjects were left after assignments had been made to meet the competencies and preferences of other members of staff. The high school program at the time was largely academic in emphasis although a few more practical options were gradually being introduced as facilities and financial resources permitted.

A day or two before school opened in the fall I adjusted in the school industrial arts shop one of the bicycles Clara and I had brought back from our summer visit to the United States. To test the result I rode the bicycle up and down the hall. In the midst of the test Miss Mary Faunt, a new high school teacher, arrived to meet the principal for the first time. I am sure that she was as surprised as I. If she had had any qualms about meeting the principal as some sort of forbidding person, these were removed by this unusual ice-breaking incident. After two years in Claresholm Mary moved to the University of Alberta as warden of Pembina Hall and lecturer in French in the Department of Romance Languages. Later she married Victor Graham, a scholar in romance languages and an accomplished organist. After completing a Ph.D. program Victor taught at the University of Alberta (Calgary Campus)

and subsequently at the University of Toronto where as of this writing he still is.

Sidney Lindstedt was the third permanent member of the high school staff. He introduced our first offerings in industrial arts on the basis of summer session studies he had completed at the Southern Alberta Institute of Technology and Art. In parallel Mary Faunt offered a course in needlework. This arrangement necessitated hiring an additional staff member on a part-time basis. We were fortunate to secure the services of Mrs. Helen MacGregor, a former Claresholm teacher who had married a local dentist, Dr. Arch MacGregor. Mrs. MacGregor taught courses in health education and supervised study sessions.

Sidney Lindstedt, after a year in Claresholm, moved to High River (where he met Mildred Elves whom he married) and to Champion where he was principal until he joined the RCAF as a navigator and navigation instructor.

During the 1940-41 school year Miss Audrey Barker and Mr. James Holditch joined Mary Faunt and me to complete a four-teacher high school staff. Before the school year was ended Mr. Holditch left to join the R.C.A.F., leaving an unfinished challenge that was met by George Lambert who had just completed a degree program at the University of Alberta and who was recommended to us by Dr. M. E. LaZerte. George's experience, organizational, teaching skills and drive helped our senior students to compensate for deficiencies as they prepared for departmental examinations in June 1941.

In 1941-42 and 1942-43 Arthur Grant, an experienced teacher with special preparation and teaching competence in industrial arts, mathematics and science, joined our staff as high school assistant and

vice-principal. The other members of the high school staff during those two years were Miss Marjorie Shackelton (now Hooey) and Margaret Lynn.

I have already mentioned the athletic activities in which I took an interest as co- and extra-curricular responsibilities. Of these I shall add nothing more than the fact that they reached their peak in the 1939-40 school year. Following the outbreak of war in 1939 large numbers of our senior pupils, both boys and girls, joined Canada's armed forces: navy, army and air force. Those who served and especially those who gave their lives are still remembered. Among the latter were my cousin Benson Coutts, Gordon Soby and a former Stavelly pupil Dexter Coons.

The teaching staff in our elementary school during the depression and post-depression years remained relatively stable. The teachers adapted to changing curricular emphases of the activity movement with its Alberta version in the so-called enterprise program. It was my observation that the teachers in our school were able to make the newer programs more meaningful and enriching because they brought to them the wealth of their experience.

As principal I had the good fortune to have the support of dedicated and capable teachers both in the elementary and secondary grades. The school buildings were old and the facilities limited, but the staff tried to use the available resources to the full.

Many former teachers and pupils of the Claresholm part of my professional experience have remained continuing friends.

As principal from 1939-43 I had been paid at the rate of \$1,800 per annum --- the same salary I had received at Stavelly before I had left for the

University of Toronto. Had I remained in Claresholm I would have received \$1,980 in 1943-44.

During the summer of 1943 I chaired a sub-committee charged with the task of grading the Grade XII provincial examinations in English Language and Composition. On the return journey to Claresholm I stopped briefly in Red Deer to visit with Clara's sister and brother-in-law, Ruth and Douglas Gray. While there I received a telephone call from the Deputy Minister of Education, Dr. G. Fred McNally, requesting that I return to Edmonton. There I was offered the opportunity to join the supervisory staff of the Department of Education. Since I had previously expressed an interest in such an appointment, I was happy to accept the offer.

After sixteen years of teaching in Alberta schools, I was to turn to new challenges in public education. Naturally I had made pedagogical and human errors, but on balance I had enjoyed teaching and its rewards. Chief of these, as I stated earlier, is the satisfaction of seeing former pupils become successful in the various careers they have pursued and of observing the contributions they have made to society.

Among the last of our activities before leaving for Wainwright in the fall of 1943 was a picnic organized in our honor by the Claresholm Men's Club.

CHAPTER VII

ON WHEELS WITH A BRIEF CASE
1943-46

With the late Larry Broughton, who some years later became the Superintendent of the Alberta School for the Deaf, I was called to Edmonton for a two-day orientation to my new duties and responsibilities by the Chief Superintendent of Schools (Dr. W. H. Swift), the Deputy Minister of Education (Dr. G. Fred McNally), the Supervisor of Schools (Dr. H. C. Newland), the Secretary of the Department of Education (Mr. Maurice O'Brien) and others. We were introduced to the then Minister of Education (The Honorable Solon Low) under whose authority we had been appointed. Much of what we learned, though no doubt useful, has long since faded from my memory. The one incident that remains clear is that of the excitement generated when Larry found that he had locked the keys inside his newly acquired car and the procedures --- use of coat hangers and all that sort of thing --used by some high-priced Department of Education personnel to solve the embarrassing problem. The third superintendent appointed that year was Ross Ford who later became an important figure in industrial and vocational education in Canada and who, for his many contributions in this field, in manpower training and retraining through the federal Department of Labor and in service to emerging nations overseas, was honored by the University of Alberta with its Honorary Doctor of Laws degree.

Supplied with a war-time type briefcase filled with copies of the School Act, various Courses of Study and innumerable forms I returned to Claresholm to complete arrangements for packing and shipping our furniture to Wainwright and for the eventual transfer of our family to its new home. While Clara, Douglas and

Peter remained behind in Claresholm with the Simpsons, Edward and I drove to Wainwright for a familiarization visit with Fred Watkin, my predecessor, before his own move to a school division centred on Drumheller. Edward and I settled into the Wainwright Hotel waiting for the family furniture to arrive by rail. It was such a long wait that he eventually returned to be with his mother and brothers. While visiting Clara's sister in Red Deer Edward had the ill-luck to break an arm and was delayed in returning to Wainwright. At long last and with school opening delayed that year because of a polio precaution we settled into a rented house adjacent to the School Division centre where administrative offices, library and storage facilities were located. There Oliver G. Griffiths, the Secretary-Treasurer of the Division, performed the many services of that position which included responsibilities beyond those normally associated with a secretary and a treasurer: ordering and distributing school supplies, arranging for school maintenance and assuring that library books and pamphlets required by teachers reached them.

At the time the divisional superintendent of schools performed a liaison function between the Department of Education and the Divisional Board of Trustees. One tried to assure that the regulations of the Department were wisely interpreted and applied and to give administrative advice to the Board. It was a standing joke among superintendents that their one real source of authority was to decide which rural schools should be permitted to offer instruction in the Grade IX program.

In practice I found my duties to be numerous and varied. The chief problem faced by the Board at that time was to locate and appoint enough teachers and correspondence supervisors to keep schools open and functioning. To do this the Board relied heavily on the

superintendent who, together with the secretary-treasurer, explored many leads and in most instances came up with solutions. One solution was to keep schools open using uncertificated persons --- usually quite young and inexperienced --- to operate the schools using lesson materials sent from the Correspondence Branch of the Department of Education in Edmonton. This Branch did an excellent job of preparing lessons on the full range of school subjects and grading the completed assignments. The correspondence supervisors received the lessons by mail, encouraged and assisted pupils, mailed the completed assignments to the Correspondence School Branch and distributed the graded lessons when they had been returned. Through comments of those who graded the lessons and by visits from representatives from the Branch efforts were made to add a personal touch to this procedure.

I began my duties in the Wainwright School Division with what looked like an unsolvable problem: two teachers assigned (or so they understood) to the same one-room school. In the interval between September 1 and the late opening of school in October because of a polio epidemic, the Chairman of the Divisional Board, Henry E. Spencer, a trustee representing that part of the Division in which the school in question was located and I met with both teachers to present alternatives that seemingly were not acceptable. As the date for school opening approached, I wrote to each of these teachers assigning each to a separate school and waited to see what would happen. Fortunately they accepted the postings I had made on behalf of the Board. I am not sure what I --- or they --- might have done had they both appeared at the same school.

Besides being a problem solver I performed a variety of professional activities during the three interesting and challenging years I spent as superintendent and inspector of schools ---

superintendent of the Wainwright School Division No. 32 and inspector of the nondivisional schools within the boundaries assigned to me. I visited classrooms in rural, village and town settings and wrote reports on observations, including teacher performance, adequacy and use of facilities and general organization and tone of the schools. I prepared a "Bulletin of Instructions" for the guidance of teachers and principals and made monthly reports to the Divisional Board with recommendations for its consideration. I served as a sort of middleman in salary negotiations between board and teachers. For three months in 1945, with the help of George MacDonald (later Executive Vice-president of the Alberta Motor Association), I carried out the duties of the secretary-treasurer during the extended illness of the incumbent, Oliver. G. Griffiths. Among other activities I tested a number of five-year-old children to determine whether they seemed mature enough to be admitted to Grade I, had a hand in a school building extension in Edgerton, in the planning and construction of a school dormitory in Wainwright, in the admission of Irma and Wainwright School Districts into the Division and in establishing the initial bus routes to convey pupils to the schools in Wainwright and Edgerton. Concerning these and other activities, I could write much more: the successes, the satisfactions, the fascinating and often humorous incidents, the frustrations, the failures. They are memories with more interest for me than they would have for anyone else who might read this story.

I visited schools from Butze (near the Saskatchewan border) on the east to Jarrow on the west. Because of war-time rationing of gasoline careful planning had to be done to permit the maximum number of school visits during each year. One drove in all sorts of weather. My diary includes the following entry for March 5, 1945: "Hotel at Edgerton very cold. First time in my life I ever slept with a parka, two pairs of

socks, underwear, pyjamas, shirt and overshoes in bed, but I needed them all."

In those days of a shortage of qualified teachers it was necessary to appoint teaching staff with minimal qualifications and to recommend them for temporary certification. The secretary-treasurer and I scoured the division to identify anyone who had ever taught and then tried to attract each prospect to the staff. Even this was not enough. In cooperation with the Correspondence Branch of the Department of Education, as mentioned earlier, many schools were kept open by hiring supervisors to receive and distribute correspondence lessons, to assist pupils as much as possible, to mail completed lessons to Edmonton to be read, checked and evaluated. Those who read the assignments attempted to maintain rapport with the pupils through constructive comments and friendly notes. While such an arrangement was far from ideal, it did make it possible to keep open many schools that otherwise would have remained closed, to maintain the routine of attendance and other school activities and to provide well-prepared sets of lesson materials covering the scope and sequence of the program of studies. This permitted pupils to continue to make progress from grade to grade.

In a second approach to ease the teacher shortage the Wainwright School Division initiated a program of transporting pupils from some one-room schools to centres with multi-graded offerings. The first conveyance (school bus) was a taxi driven by Phillip Pon who, besides being the proprietor of a Wainwright restaurant, also operated a local taxi business. Soon additional bus routes were established to transport pupils to the school centre at Edgerton. From this beginning there has been developed a more extensive program of busing in the Wainwright School Division. Of course the movement toward busing pupils to

multi-graded schools in both rural and urban jurisdictions has become the rule rather than the exception. Naturally as superintendent I shared in the organization of the early busing program in the Wainwright School Division.

In an attempt to provide further opportunities for pupils to pursue studies at the high school level, the Wainwright School Division constructed a dormitory in Wainwright. The movement toward the provision of dormitory accommodation had already begun in such centres as Drumheller, Sedgewick and Oyen. The structure which was built and equipped in Wainwright was modelled on the approach followed in Oyen where unused one-room school buildings formed the nucleus. In planning the layout of the dormitory in Wainwright I relied heavily on the pioneer work of my colleague Stan Hambly, then superintendent in the Oyen area. The dormitory idea proved to be a stop-gap. In a very short time most school dormitories were closed as improved roads were built and more efficient bus routes established.

An effort toward unification of the public and separate schools in Chauvin proved premature, though from a purely educational point of view it seemed to me to be desirable. Both school systems in Chauvin at the time were independent of the Division.

In another move to expand and improve services within the Division the Board hired a health nurse, Verne Rowe, in 1945 and arranged to have the pianos in the schools tuned. My part in the latter exercise was to provide transportation for the tuner, Mr. Young, combining this with supervisory visits to nearby schools.

For each Board meeting I would prepare a report on my professional activities during the previous month,

identifying matters that I believed needed immediate attention and suggesting ideas for future consideration. It was my hope, often realized, that such suggested ideas would be picked up by the Board for action. While I did not participate directly in face to face salary negotiations between board and teachers, I attempted to mediate by providing the Board with suggestions. Having been a teacher for sixteen years I had a feeling for teachers' economic needs and welfare; knowing something of the resources of the Division and the temper of the Board I had some appreciation of the limits within which negotiations were likely to take place. Through salary negotiation meetings I became better acquainted with both local and provincial representatives of the Alberta Teachers' Association, in particular with John Barnett and Eric Ansley, successive executive secretaries of the provincial Association.

In the fall of 1945, besides discussing with the teaching staff some purely administrative matters in a session at a local convention, I gave two talks under the titles "What Are They Learning?" and "The Four Basic Processes of Addition, Subtraction, Multiplication and Division." At this distance in time I can only guess what I said then.

In those days a major part of the elementary school curriculum was organized around enterprises, an Alberta application of the activity and progressive education movement of the 1930's. Using forms developed by my predecessor, the late Fred Watkin, I tried to maintain balance and variety in the program and to provide opportunities for flexibility. I hoped in this way to permit teachers to capitalize on their individual strengths. As with my colleague, Robert Warren, I believed that within the structure of the enterprise a knowledge of facts was basic.

While I was located in Wainwright I became involved in a number of activities for the Department of Education beyond the boundaries of my division. For a short time, while Robert Warren was attending Harvard University, Claude Robinson of Camrose, E. T. "Ted" Miller of Provost and I shared responsibility for the Killam School Division superintendency. This involved certain administrative and supervisory duties.

Each year I attended the annual meetings of school superintendents and in 1945 consolidated their annual reports for inclusion in the annual report of the Department of Education, to me a challenging but stimulating experience. At another time I was involved in an evaluation of the then Grade XI social studies program and, with the late Harry C. Sweet and Leonard Bercuson, in rewriting certain units of that program.

Of my extra-divisional activities for the Department of Education the one I found most challenging and rewarding was my involvement with the late F. M. Salter (Department of English at the University of Alberta), the late David M. Sullivan (Registrar of the Department of Education) and, from time to time, others in setting Grade XII provincial examinations in English. Salter and Sullivan were such creative and stimulating colleagues that each set of meetings during the preparation of these examinations added enrichment to my own background. It was like taking a university course in English. In the examinations we set under the leadership of Salter and Sullivan an attempt was made to present pupils with sight material in prose, poetry, Shakespearean and modern drama to which they were asked to react by applying what they had learned in the study of the specific essays, poems, and dramatic literature of the curriculum. Among those who served with Salter, Sullivan and me over the years were the late Eva O. Howard, the late Lorne Walker, the late Jack Markle,

John W. Chalmers, T. C. "Tim" Byrne and Professor J. T. Jones..

Community Activities

My family and I made many lasting friendships during our three years in Wainwright. Douglas and Edward played hockey with local teams --- school and community. John Finlay, principal of the elementary school, and I helped to condition the skating rink by replacing light bulbs and painting the colored lines on the ice before flooding. This was usually done late at night when both of us were tired from our day's work. Somehow that didn't seem to matter since we both believed in helping to provide wholesome activities for the young people of the community. John coached hockey teams as one of his many contributions. Douglas also played baseball during the summer months and played the trumpet in the town band. My other contribution to the athletic activities of the town was the coaching of a ladies' softball team.

Clara taught private music lessons, played the organ in the United Church where she also led the junior (and later the senior) choir, and accompanied various individuals and groups: Ivy Gray, a soprano; Joe Zazinsky, a violinist; and a double vocal quartet. She and her music friends would frequently entertain soldiers at the nearby military base, but more often friends at informal house parties.

Douglas, Edward and I were active in the Sea Cadet movement, they as participants in the training program, I as an officer. Charles Wilbraham was the senior officer under whom John Finlay and I served. The Wainwright division (ship) of the Sea Cadets was linked with that under Father McGrain at Lac La Biche. At the time the Sea Cadet movement was attractive to the youth of both centres. Besides providing an on-going weekly

program, it offered opportunities for experiences on Alberta lakes and with the Canadian Navy on the Pacific coast.

With assistance from the late Leonard Bercuson we set up a community program of adult education with what we believed to be a series of stimulating lectures and discussions. It was my opinion then, and still is, that adult and continuing education are on the growing edge of education as we move into the immediate and the long range future.

As World War II came to an end, following VE Day (May 5, 1945), it was decided by the citizens of Wainwright to build an arena as a living memorial to those young men and women of the community who had served in the armed forces of Canada. For a short time, before we left Wainwright in 1946, I was active in the planning and the fund-raising aspects associated with this venture.

Family

Before we had moved from Claresholm to Wainwright, I had developed an accounting program for my father's business and had kept a set of books to assist him. When I moved to Wainwright, I arranged with Edwin Pitt, who had succeeded me as principal in Claresholm, to record the details of the operation of this small business and to send these to me at the end of each month in order that I might enter them and prepare a balance sheet and a statement of assets and liabilities and at the end of each financial year the necessary income tax forms. My mother, who had previously assisted my father in this way was in declining health and no longer able to do so. During June of 1946 she suffered a severe stroke and on June 10 died at the age of 65. She was a gentle, kindly, selfless person who loved and was loved by her family. I owe much to her

for her encouragement, her assistance and her ambition for me. Often when I had been taking courses by correspondence from the University of Alberta, she would synopsise information from articles and books I had read in order that I might meet deadlines and still carry forward my teaching and other activities.

On April 28, 1945, our son George was born. Clara and I decided to name him George (her father's name), David (for my good friend David Smith). Douglas and Edward thought that we should add something more "classy". Thus our fourth son was registered as George David Clinton Coutts.

A New Challenge

My plan to begin further studies at the University of Minnesota in the summer session of 1946 was cancelled when Dean M. E. LaZerte invited me to cooperate with Andy L. Doucette in teaching a course to a war emergency group who required further professional studies to round out a short training session they had taken. Leaving Clara and the family in Wainwright, I boarded in Edmonton with the late Mrs. Andrew on Saskatchewan Drive close to the university. I returned to Wainwright to attend a meeting of the Divisional Board on July 20.

Working with Andy Doucette was a new and stimulating experience. He was a creative, dynamic and highly organized teacher with the ability to diagram and illustrate visually and artistically the concepts he taught. I did my best to keep pace in my own way in presenting a course on social problems, one of nine mini-courses the students on the War Emergency program had to complete that summer to meet certification requirements of the Department of Education.

I had just returned to my boarding house after finishing my summer session teaching assignment when I received a telephone call from Dr. LaZerte asking that I call at his office before returning to Wainwright. There he invited me to join the staff of the Faculty of Education for a year (or maybe longer) to assist with the influx of students returning from military service. His suggestion was that I commute between Wainwright and Edmonton, the financial arrangement to be the matching of my salary as superintendent of schools (at the time \$3,180) plus \$20 plus a commuting allowance of \$200 --- a total of \$3,400 per annum. After discussing this offer with the Chief Superintendent of Schools, W. E. Frame, and, on my return to Wainwright, with Clara and the rest of the family, I accepted Dr. LaZerte's offer. Rather than leave my family in Wainwright I decided to gamble on the future by moving to Edmonton where in any case Douglas would be attending the University of Alberta on a B.Sc. program.

It soon became apparent that the renting of accommodation for a family with four children and another expected in January presented a problem. In following a lead initiated by David Smith, I was able to arrange for the purchase of a cottage at 10737 - 71 Avenue for \$4,700. By selling the car, borrowing on insurance policies and borrowing directly from the bank, we were able to purchase this cottage without having to secure a mortgage. For the next seven years we were without a car. We continued each month to reduce our indebtedness, to further our education and to expand our interests and circle of friends and colleagues. But that is part of the next stage of this journey. In the meantime I applied to have the gas installed in the cottage where previously wood and coal had been used for heating and cooking, arranged for insurance on our new investment and returned to Wainwright to carry out my duties as superintendent until August 31. Simon Simonson replaced me as

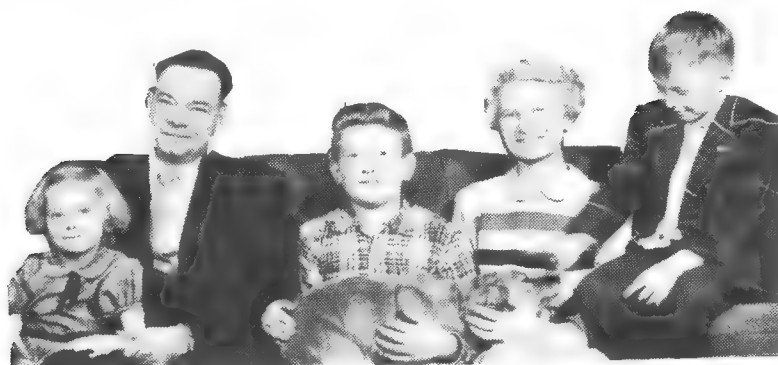
superintendent on September 1, 1946. On that day began my duties with the Faculty of Education at the University of Alberta. I left Clara and the family in Wainwright until early in October. In Edmonton I resided with Ole and Margaret Olson, my brother-in-law and sister.

A new phase in the life of Herbert T. Coutts and his family had begun.



As we Were
1949

OUR FAMILY



The Coutts' : Jane, Herbert, Peter, Clara, George
1953



Douglas



Edward



Peter

1975



Jane



George

CHAPTER VIII

THE UNIVERSITY OF ALBERTA FACULTY OF EDUCATION
1946-55

"There is a tide in the affairs of man" My decision to accept the offer made by Dr. LaZerte to join the staff of the Faculty of Education at the University of Alberta commencing September 1, 1946, proved to be a fortuitous one.

Clara and the family travelled to Edmonton by train with George, not yet two, walking the aisles all the way. It was well past the middle of October before the gas was installed in our new house. In the meantime Clara cooked on two small electric hot plates. We kept the house moderately warm by burning pieces of three-inch planking that I sawed each evening as I dismantled what had been a coal bin. Have you ever tried to cut fire wood with a dull saw? Well, don't. In the basement area where the coal and other items had been stored by the previous owners, I built two bedrooms for the older boys. Since lumber was difficult to come by at the time, the walls of these rooms were constructed of green two by four studs and half-inch shiplap over which we pasted wallpaper to improve the appearance and add variety to the two rooms thus created. On the main floor there were three bedrooms, a livingroom, a kitchen and a bathroom leading from it --- obviously a more recent addition to the cottage. All rooms were small. We did, however, have a large garden space at the rear of the house and a lot additional to the one on which the house was located.

This, the first property registered in our own name, was our home until 1953 when, having made numerous repairs, we sold it for \$5,900 and purchased a new house at 11431 - 76 Avenue for \$14,300.

Without a car for our first seven years in Edmonton we became accustomed to using street cars --- the so-called toonerville trolley which travelled along 76th Avenue (sometimes on one side of the avenue, sometimes on the other) to 104 Street and Whyte Avenue and the street cars that travelled from there down Whyte Avenue to 109th Street, over the high level bridge to Jasper Avenue and along it to the centre of the city, and thence over the low level bridge and back to Whyte Avenue to complete a belt-like route. Another street car line followed the same route in the opposite direction. Present bus routes 64 and 46 operate on the same principle though they traverse several different streets and avenues. I soon learned that it was better and quicker to walk to the University than to ride over-crowded public transportation.

When I joined the staff of the University of Alberta in 1946, its Faculty of Education in Edmonton and Calgary was in the second year as the sole institution for the preparation of teachers for certification by the Department of Education in Alberta. The Normal Schools in Calgary and Edmonton had been closed in favor of university-based approaches to teacher preparation. While for many years following 1946 the University continued to offer a one-year preparatory program leading to certification --- Elementary and Intermediate, Temporary License, Junior Elementary --- its long-range goal was a degree for all teachers in Alberta. The goal was that as soon as possible the teachers in Alberta schools should possess either a four-year B.Ed. degree based on concurrent and integrated academic and professional course work or an undergraduate B.A., B.Sc., B.Comm. or equivalent degree in a field related to the needs of schools to which had been added a year or more of professional studies. In this goal the Faculty of Education stood shoulder to shoulder with leaders in the Alberta Teachers' Association, the Department of Education and, to some

degree, the Alberta School Trustees' Association. It was only in the 1970's that this long-range goal of the 1940's was reached.

The staff of the Faculty of Education, when I joined it in 1946, numbered approximately twenty-five in Edmonton and about half that number in Calgary. The reason for hiring Harry Sparby and me at the time was partly to replace one or two staff members who had moved to other educational employment and institutions, but mainly to be ready for an anticipated increase in enrolment as young men and women returned from military service.

In 1946 the Faculty of Education was located in what had been the Edmonton Normal School (now Corbett Hall). This building, serviced by the Alberta Department of Public Works, also provided classrooms (Grades I through XII) for demonstration, teaching practice and, to a limited degree, experimental studies. I shared an office and a telephone with W. Dewar McDougall, Harry T. Sparby and in turn George Shane (who for one year commuted from Calgary) and Bernal E. Walker.

My first teaching assignment consisted of three sections of a curriculum and instruction course for prospective teachers of high school English plus two sections of Education 138, a basic course in English for students on the one-year certification program. To this was added supervision of the teaching practice of upwards of forty secondary route B.Ed. degree candidates. During my second year on staff I assumed responsibility for reorganizing and administering the secondary route student teaching program, a task that brought me into a closer relationship with teachers and schools in Edmonton.

Dean LaZerte had strong convictions about the functions of staff relative to the preparation of teachers. One of these was that staff responsible for teaching courses in curriculum and instruction should themselves demonstrate in the classes of the campus school the ideas and procedures they were discussing and/or recommending in their courses. Not all faculty members followed through on this. Dr. LaZerte, among others, did so in the elementary school classrooms. On the secondary route program a number of us taught high school classes in subjects related to our areas of teaching specialization: Harry Sparby in mathematics classes of Irene Buckles, Bernal Walker in French classes of Clem Brown, Dewar McDougall in social studies classes of Helen Chalmers, and I in English classes (at various times) of Earl Buxton, Cyril Hampson and Wilfred Pilkington and in social studies classes of Helen Chalmers. This was a facet of teacher preparation that the four of us (and hopefully our students) found professionally rewarding and stimulating. Indeed I have had former students tell me years afterward that these demonstrations remained vivid in their memories --- long after the content of lectures had been forgotten. Maybe LaZerte had a point!

Another conviction of Dean LaZerte was that those members of staff who at the time were preparing large numbers of teachers for one-room rural schools (most long since among educational dodos) should spend time observing in such schools for a short period during May and/or June. To that end in 1947 I spent a week with Isadore Goresky, Superintendent of the Castor School Division, and another week with Leo Kunelius, Superintendent of the Westlock School Division. For reasons that will be apparent later I did not repeat this activity.

In the former School of Education Dr. LaZerte and his students had made in-depth educational studies in

several communities in areas contiguous to Edmonton. With a larger and more diversified staff following 1945 he hoped to have similar, if less pretentious, studies made. On one occasion, in cooperation with Dr. J. C. Jonason, liaison superintendent between the Faculty of Education and the Clover Bar School Division, four of my students in curriculum and instruction in English (Pryce Gibb, Ruth Godwin, Alice Polley and William Tanasiuk) made weekly visits to Leduc to work with a Grade XI English class taught by Mrs. Lillian Bullock. The report on this activity has long since disappeared from my files, but the experience gained by my students was a vivid part of their preparation for teaching. Working with students in a real classroom situation --- pre-testing, providing remedial teaching and then re-testing --- they were able to assess their own skills. An unanticipated outcome of this project occurred when Dr. Jonason, driving a little too fast through a school zone in an effort to return the students to the campus for a late-afternoon lecture by a distinguished visitor, received a speeding ticket. Such are the ironies of fate!

When Dr. H. E. Smith succeeded Dr. Lazerte as Dean in 1950 he was instrumental in setting up three Divisions within the Faculty of Education: a Division of Educational Ppsychology with George M. "Pat" Dunlop as Chairman, a Division of Elementary Education with W. Dewar McDougall as Chairman, and a Division of Secondary Education with me as Chairman. The idea behind the establishing of divisions rather than departments was that they should be broadly based in their offerings and responsibilities. In keeping with this idea the Division of Secondary Education assumed responsibility for secondary route courses in curriculum and instruction, the organization and supervision of junior and senior high school teaching practice, and course offerings in the historical, sociological and philosophical foundations of education

and in educational administration. The original staff of the Division of Secondary Education was relatively small: Harold S. Baker (philosophy of education and curriculum and instruction in English), Harold Melsness (educational administration and science education), Maimie S. Simpson (curriculum and instruction in English), Harry T. Sparby (educational administration and mathematics education), Dean H. E. Smith (philosophy of education), Bernal E. Walker (history of education and second language education), and me (curriculum and instruction in English, administration of the secondary route student teaching program and general operation of the affairs of the division). To assist in the performance of its responsibilities the Division was served at first by a part-time secretary (Ellen Voss) and later by a full-time secretary (Doreen Perkins). I had joined the staff with the rank of associate professor at a salary of \$3,400 per annum. To this had been added small increments each year. The chairmanship carried an additional small honorarium. In 1951 I was appointed to the rank of professor.

Since enrolments in the faculty remained relatively steady between 700 and 800 on the Edmonton campus during the years of my chairmanship (1950-55), the staff remained small with few additions or changes in personnel. While the demand for teachers of elementary school pupils grew rapidly as post-war birth rates increased, the staffing needs of Alberta's secondary schools were fairly constant and were easily met by those completing the Standard S (two year) and professional (three year) certification programs of the secondary route B.Ed. program, by increasing numbers of candidates completing the four-year B.Ed.degree and the B.A. (or equivalent)/ B.Ed. combination.

In the summer session of 1947, besides teaching a class of more than fifty students, with marking assistance from Henry Ward, I completed under Professor

F. M. Salter a comprehensive course on Shakespearean drama. This was done in anticipation of my embarking on a doctoral program the following year.

Dean LaZerte encouraged his staff to improve their academic and professional qualifications. Some, including Dewar McDougall, Pat Dunlop and Harold Baker, were already well-advanced on doctoral programs at Teachers' College, Columbia University, and were able to complete dissertation requirements by 1950. Early in 1948 Dean LaZerte persuaded the University of Alberta to release a number of us to pursue graduate studies at various universities: Stanford, Oregon and Minnesota. Since my plans to attend the University of Minnesota in the summer of 1946 had been changed to permit me to teach in the University of Alberta summer session, I was drawn to do my doctoral studies in Minneapolis under the sponsorship of Dr. Dora V. Smith, at that time one of the leaders in English education at the secondary level and a prominent personality in the National Council of Teachers of English. Under her guidance I completed the course requirements of a Ph.D. program with a major in Education and minor in English. This was done in double (sequential) quarters in 1948 (March through August) and 1949 (April through August). In spite of the stress of being separated from my family for two five-month periods and of the financial burden of providing for my family at home and me in Minneapolis we all survived. I profited from my University of Minnesota experiences in many ways: the variety and depth of the program, the stimulus given by professors of national and international reputation, my association with Arthur W. E. Eriksson of our staff at the University of Alberta as we shared many meals together and took long walks to explore Minneapolis, and the friendships I made with Barney Thordarson of Brandon College (now University), Gordon Devitt of Biggar, Saskatchewan, and later on the education staff of the federal Department of Northern Affairs and

National Resources (Northern Affairs and Immigration), and Raymond Kehl, now retired from the Eugene, Oregon, school system where he was a creative teacher of secondary school English.

It was while I was a graduate student at the University of Minnesota that I joined Eta Chapter of Phi Delta Kappa, an education organization in which I maintained continuing interest and of which I am now an emeritus member.

Besides assisting in preparing Alberta Grade XII examinations in English I put together for one or two years the Grade IX province-wide examination in Reading. Using data randomly selected from one of these tests, analyzed using covariance statistical procedures, I presented a dissertation on reading competence in four content fields: English, mathematics, science and social studies. Dora V. Smith and Guy Bond were co-advisers of this project. In September 1950 I returned to Minneapolis to defend my thesis orally before an examining committee and *in absentia* graduated with the Ph.D. degree in December of that year. In many ways this proved to be a sound investment as well as being personally enriching and satisfying.

Dora V. Smith (a cousin of Professor Caird, who was then on the staff of St. Stephen's College in Edmonton) and her sister Jean were especially helpful and friendly. Jean, whom Dora adored, has since died and as of this writing Dora V. is herself incapacitated and confined to an auxillary-type hospital in Minneapolis. I continue each Christmas to receive reports from her brother Professor George Smith (University of Kansas) and his wife Marjorie. Though I have never met them, I feel that I know them.

In 1951 John W. Chalmers and I were approached by J. M. Dent and Sons (Canada) Limited to prepare a series of literature textbooks as well as a teacher's guidebook and student workbooks to accompany them. The result of this collaboration between Jack Chalmers and me was the series entitled *Prose and Poetry for Canadians: Journeys*, the Grade VII book, *Adventures*, the Grade VIII book, and *Enjoyment*, the Grade IX book. The selections, with a generous proportion of inclusions by Canadian writers, were organized within each text around themes designed to be of interest to boys and girls of junior high school age. The teacher's guidebook, *Landmarks*, gave background material and suggested approaches for teaching. This guidebook was aimed chiefly toward assisting young and inexperienced teachers during the initial years of their careers as well as toward enriching the approaches used by experienced teachers who, it was hoped, might find in the material presented some fresh and creative suggestions. The three workbooks were planned to provide pupils with opportunities for creative writing, parallel reading, integration with other school subjects and activities, and self-development. These workbooks were conceived as stimuli to continuing personal growth and not merely outlets for busy work. The workbooks, I believe, were never used extensively by teachers or pupils.

In another publishing venture, though extended beyond the 1955 terminal date of the present chapter, Professor F. M. Salter, David M. Sullivan, M. D. Meade, William Waddell, J. W. Chalmers and I produced a combined literature/ composition textbook, *Thought and Expression*, for use in the Alberta Grade XII English 30 program. This textbook was published by Longmans Green of Toronto. Although *Thought and Expression* had a wealth of material for study and analysis and though I appreciated the opportunity of working closely with the stimulating team of author/editors that produced it,

the actual mechanics of production gave me less satisfaction than I had derived from the preparation of the *Prose and Poetry for Canadians* series.

As a member of the staff of the Faculty of Education and as Chairman of its Division of Secondary Education, I was constantly involved in the activities of professional organizations having related interests and goals.

Once having left the staff of provincial superintendents and inspectors of schools, where membership in the Alberta Teachers' Association was at the time not permitted, I was able as a member of the Faculty of Education staff to become an associate member of this professional organization and to continue that membership to my retirement in 1972. My association with the ATA kept me in close contact with the goals, policies and personnel of that organization and with innumerable teachers in the schools of the province. In many ways, particularly through speaking at various conventions and preparing articles for inclusion in the *ATA Magazine*, I felt close to my colleagues in the teaching profession to which I had committed my working life, my energies, and my long-range goals.

I also became increasingly involved in the activities of the Department of Education, serving from time to time on many of its committees: the General Curriculum Committee, the High School Curriculum Committee, the High School English Sub-committee (chairman) and, after 1955, the High School and University Matriculation Examinations Board, the Board of Teacher Education and Certification and its executive committee.

It was in 1951 that I first became a member of the Canadian Education Association of which Dr. LaZerte was

its 1950-51 president. Dr. W. H. Swift, then the Deputy Minister of Education in Alberta, had suggested that I attend the CEA convention in Saskatoon at this time when the Association was making a submission to the W. K. Kellogg Foundation of Battle Creek, Michigan, for funding of a program to provide yearly workshops designed to bring together school administrators, and in particular school superintendents and inspectors of schools, from all Canadian provinces to discuss in a planned two or three week concentrated way matters of common interest and concern: larger units of school administration; increasing enrolments (how times change); teacher education and the like. It was hoped in the process to reduce the educational insularity resulting in part from our specific provincial approaches to public education. The submission of the CEA to the W. K. Kellogg Foundation occurred at the time when that Foundation was funding Centres for the Promotion of Educational Administration (CPEA) in a number of universities in the United States.

Among the items in the CEA proposal to the Kellogg Foundation was the expectation that one outcome of the short-course program would be the setting up at one Canadian university of a graduate program for the study of school administration. The proposal went further to state that that university would be the University of Alberta and that it was anticipated that the Director of the CEA-Kellogg Short Course Program would be appointed by the University of Alberta to give leadership to this graduate program. Since I was chairman at the University of Alberta of the Division in which educational administration was at the time included, I assumed that Dr. Swift, who as Deputy Minister was a highly influential member of the Board of Governors of the University of Alberta, believed that I should become informed and if appropriate involved. My membership in the CEA has continued since, as an active member from 1951 to 1972 and as an honorary life member since.

Eventually the CEA proposal and request for funds was approved by the W. K. Kellogg Foundation. Dr. George Flower was appointed Director of the CEA-Kellogg Short Course Program and Dr. R. S. MacArthur Assistant Director in charge of evaluation of the results.

The first short course, with a varied lecture-workshop-individual study orientation, took place at the University of Alberta in May 1953 using the facilities of the Faculty of Education and the university residences. The short courses, soon reduced to two weeks in length, have been held in May ever since --- those from 1953-57 at the University of Alberta, those in 1958 and 1959 at the University of Toronto and those from 1960 to the time of this writing at the Banff School of Fine Arts (Banff Centre).

During the years that the short courses were located at the University of Alberta I served variously as adviser, host and resource person. One day, while the second short course was in progress, I was walking down one of the halls of the Education Building (now Corbett Hall) with Freeman K. Stewart, Executive Director of the CEA, and George Flower. One of them said to me, in effect, "Is no one going to pick up the challenge in our proposal to make the University of Alberta a centre for graduate study in educational administration?" I replied that we would have a plan prepared immediately to request support from the W.K. Kellogg Foundation provided that our proposal could and would have the approval of the CEA Executive and that the CEA would back our request to the Foundation.

With the approval of Dean Smith, a number of us in the Division of Secondary Education, together with Pat Dunlop and Russell MacArthur, prepared a draft program as the basis of a submission to the W. K. Kellogg

Foundation. Russell had joined the staff of the Division of Educational Psychology after serving for a time as Assistant Director of the CEA-Kellogg Short Course Program. In that position, he had been replaced by Harry Sparby during the 1954-55 academic year.

Shortly afterwards a proposal for a junior graduate diploma, a master of education degree, a senior graduate diploma and doctor of philosophy and doctor of education degrees in educational administration was developed with tentative course requirements and outlines, residence requirements and a budget for funding jointly by the Kellogg Foundation, the University of Alberta and other anticipated, though not specifically defined, sources.

Having sent copies of our proposal to the CEA office in advance I took my first airplane ride in November 1954 to present our document formally to the CEA Executive in Toronto, to answer questions about it, to receive suggestions for changes and, I hoped, to win approval and support in principle. I have never, before nor since, been so thoroughly grilled as I was on that Friday in late November, especially by Dr. Jack Althouse, then Director of Education for the Province of Ontario and in my opinion one of the most powerful and far-sighted leaders in Canadian education. By the end of the afternoon I had a strong feeling that our proposal had not impressed Dr. Althouse and his executive colleagues. That evening we were entertained at the Althouse home where I became aware of an increasing warmth and began to feel that, having been tested as a representative of the Faculty of Education at the University of Alberta, I had not really failed in my mission.

With the assurance of the backing of the CEA in our proposal to the W.K. Kellogg Foundation and having watched Jackie Parker, in the dying minutes, lead the

Edmonton Eskimo Football Team to the 1954 Grey Cup with an exciting deciding convert kicked by Bob Dean, I returned home doubly pleased.

In addition to providing financial incentives for the CEA-Kellogg Short Course Program the grant received by the CEA from the Foundation had provided funds to stimulate other activities related to educational administration. One such activity was the calling of a Conference of Deans and Professors of Educational Administration with Dr. G. M. Dunlop as Chairman. A parallel conference, at which Dr. Bernal Walker represented our Faculty of Education, was held in the city of Quebec with the program, geared to the needs of the Province of Quebec, conducted in the French language. The Quebec conference bore the designation "Quebec A L'Affice".

It was from the Canadian Conference of Deans and Professors of Educational Administration that the Canadian Association of Professors of Education (now the Canadian Association of Teacher Education) and the Canadian Association of Deans of Education emerged. While still maintaining their identity, these two associations now operate under the umbrella of the Canadian Society for the Study of Education (CSSE).

Family

Clara continued to be the understanding wife and mother of our family with its many diverse interests, activities and sometimes problems. She taught piano lessons, was active in the Women's Music Club of Edmonton and interested herself in university and church affairs. I was for nine years superintendent of the Metropolitan United Church Sunday School. Clara assisted at the piano.

Shortly following our move to Edmonton our only daughter, Barbara *Jane* Coutts, was born on January 14, 1947, an important event in a household with four brothers.

Douglas, after completing a B.Sc. degree program in 1949, spent the winter months of 1949-50 playing semi-professional hockey with the Paisley Pirates in a four-team league in Scotland. He had played hockey and baseball for the Junior Canadians of Edmonton before going to Scotland.

Returning to the University of Alberta in the fall of 1950 Douglas spent the next four years completing a medical program from which he graduated in the spring of 1954. On June 20, 1953, (his mother's birthday) he married Sheila M. Smith of Drumheller, a B.Sc. graduate in nursing from the University of Alberta. She continued to work at her profession while Douglas completed his formal studies at the University and a rotating internship at the University Hospital in Edmonton. Their first child and only son, Richard Douglas Ringrose, was born before his parents moved to Flint, Michigan, where Douglas completed a second year of internship.

In the meantime our second son, Edward Ringrose, had completed high school in 1948, had fulfilled his articles and had qualified as a Chartered Accountant (CA) in 1953. Having articulated with Kinnaird, Aylen and Company, Edward was employed on graduation by Northland Utilities Limited. In March 1954 he married Mildred "Mickey" Demick. Their eldest daughter, Dawn, became our first grandchild.

Our son Peter entered Queen Alexandra School in September 1946, transferred to Allendale School in 1947 and to McKernan School in 1953. George and Jane also entered McKernan, he by transfer, she as a beginner.

In 1953, besides moving to our home on 76th Avenue, we purchased a new Chevrolet --- our first car since 1946. After seven years of walking, riding public transportation and being driven by friends, owning a car again was highly appreciated. In our car we drove in 1953 to Drumheller for the wedding of Douglas and Sheila and to Vancouver in 1954 to teach courses in curriculum development and secondary education in the summer session at the University of British Columbia. That was a pleasant summer, living above the Spanish Banks in the architecturally attractive home of Dr. Copp, Head of the Department of Physiology at UBC. Clara, Peter, George, Jane and I enjoyed the sights of Vancouver and its environs and, on one week-end, parts of Vancouver Island. We were fortunate that summer to witness many of the events of the British Empire (now Commonwealth) Games, both at the the new Empire Pool on campus and the Empire Stadium. Especially rewarding were the diving competitions and the track events. In the latter we saw both Bannister of England and Landy of Australia break the barrier of the four-minute mile.

On the artistic side we were entertained at the Theatre Under the Stars in Stanley Park where a number of popular musical productions, *Brigadoon* among them, were presented.

Following the summer session in Vancouver, we drove through Washington and Oregon to California where we visited friends and relatives before returning home to begin a new academic, professional and social year.

The Coutts' Cadillac

In June 1955 I was sitting quietly in my office in the Education Building when I was asked to come to the office of President Andrew Stewart. I was taken completely by surprise when he told me that I had been selected to succeed Dr. H. E. Smith as Dean of the Faculty of Education. Even though President Stewart

told me that he didn't envy me the job, I accepted the challenge. Thus began a new chapter in my professional life and in the lives of the members of my family. Clara and I warned the children not to mention the appointment to their friends until the official announcement had been made by the University. Peter, unable to restrain himself, felt compelled to tell his friends something. So he announced to them, "My Dad's getting a Cadillac". The Faculty of Education remained the Coutts' Cadillac until 1972.

CHAPTER IX

ON BEING A DEAN: PHASE I
1955-62

It would be both impossible and inappropriate were I to try to describe in detail the many developments and activities of the seventeen years I was privileged to serve as Dean of the Faculty of Education at the University of Alberta. They were exciting years during which the University and the Faculty met challenges of growth in enrolment, increases in staff, expansion of functions and the provision of larger, more adequate and increasingly specialized physical facilities. In spite of sins of omission and commission and of certain major and minor problems, I prefer to remember the successes and accomplishments of those years.

As a supplement to this and the following chapters outlining my journey, the interested reader may refer to the annual reports of the Faculty of Education (1955 through 1972), bound copies of my published and unpublished speeches and articles in the University Archives, certain relevant M.Ed. and doctoral theses and dissertations, and an issue of *Challenge* of the Alberta Council on School Administration in which I responded to specific questions posed by Gordon McIntosh and Henry Hodysh, the former a member of the staff of the Department of Educational Administration, the latter of the Department of Educational Foundations at the University of Alberta. In this chapter the main, though not the sole, emphasis will be on the growth years from 1955 to 1962.

When I was appointed Dean in 1955, the University of Alberta included campuses both in Edmonton and Calgary. In Calgary the university offerings in Arts, Science and Education grew from and were an extension

THE FIRST THREE DEANS
FACULTY OF EDUCATION
THE UNIVERSITY OF ALBERTA



M. E. LaZerte, H. T. Coutts, H. E. Smith

of the programs of the Calgary Normal School. While I realized a certain resentment engendered in Calgary by this arrangement and in particular to the use successively of the designations Calgary Branch and Calgary Campus of the University of Alberta, I did my best to fulfill my responsibilities by frequent visits to my colleagues in Calgary and by leaving to Andy Doucette (Director of the total Calgary operation and Associate Dean of the Faculty of Education) and Theo Finn (Secretary of the Faculty of Education) the *de facto* administration. I doubt that my interest in the Faculty of Education in Calgary and in its development into an important element in the University of Calgary as it emerged was ever understood, appreciated, recognized or remembered by more than a handful of colleagues there. In my own naive and sincere way I tried to serve the interests of the Faculty of Education in Calgary from 1955 to 1962 when I was its Dean. I continue to count among my personal and professional friends those with whom I worked closely during those critical years of stimulating growth and development.

Among the programs administered by the Faculty of Education when I became Dean in 1955 was the so-called Emergency Teacher Training Program. In 1954, faced with a shortage of teachers for the elementary schools of the province, the Alberta government introduced this ETTP Program. Seeing this as a threat to their long-range commitment to university-based professional teacher education programs, the Faculty of Education and the Alberta Teachers' Association might have left the emergency training program to the Department of Education. Instead, and wisely I believe, it was decided by the Faculty of Education to become centrally involved and to offer as strong a program as possible within the constraints imposed by three six-week

periods of resident instruction in three successive summer sessions. To achieve this goal the Faculty divided the course content of the normal one-year Junior Elementary program into three essentially equal parts. As a result candidates left the first three-week session with only one-third of the regular program completed and the second session with only two-thirds completed. But those who persisted to the end of the third six-week session had completed all of the Junior Elementary program except for the student teaching component. The latter was gained on the job in schools under the surveillance of the Department of Education staff of School Superintendents and Inspectors.

The ETTP Program was carefully monitored. Permission to teach was given on a yearly basis until the full program had been completed. Much of the credit for the close supervision and control of the ETTP Program must go to S. Aubrey Earl, at the time on the staff of the Department of Education.

Experience showed that, of those who completed the first six-week period of training, approximately fifty percent returned for the second six-week period. Of those who completed the first and second periods, nearly all returned to finish the third and final session.

Many of those who completed the ETTP Program subsequently proceeded to qualify for the B.Ed. degree. Having served its purpose the program was discontinued in 1959. There were, I believe, at least two reasons for this: increasing numbers of high school graduates enrolling in teacher education programs and trained teachers being recruited from abroad (mainly from Great Britain, Australia and India). The influx of immigrant teachers intensified the work load of the administrative staff of the Faculty of Education, since documentation had to be assessed in terms acceptable to

the Department of Education, the Alberta Teachers' Association and the Faculty both for immediate salary entitlement and for entry to further professional studies.

During the years of Dr. LaZerte's deanship the Faculty had begun providing information to school jurisdictions concerning the years of training --- academic and professional --- for which teachers were to be paid. As a result of negotiations between teachers and trustees salary agreements in many school districts, divisions, and later counties included clauses naming the University of Alberta --- really its Faculty of Education --- the body responsible for providing the necessary information. What had begun as a small operation mushroomed as more and more agreements added provision for this service and as the number of immigrant teachers with a variety of educational backgrounds swelled the teaching force. To my knowledge the Faculty was never asked whether it wished to become involved in this way.

At the beginning of my deanship I developed a set of forms and, with the help of the administrative and clerical staff, policies based on the principle that those entering the teaching force in Alberta from abroad would be treated as well as, but no different from nor better than those who had received their professional preparation in our Province. Since ours was a university-based program that could lead ultimately to certification and a university degree, we felt compelled to provide statements based on the credit that the Faculty of Education would grant on a University of Alberta degree, in the main on the B.Ed. degree. Otherwise there would have been discrepancies that would have placed impossible pressures on the Faculty and the University and that would have made our lives untenable.

Statements of years of training for salary purposes were issued in terms of full and partial years of recognized credit to a maximum of six years. Statements would recognize one, one and one-fifth, one and two-fifths, one and three-fifths, one and four-fifths, two, two and one-fifth, et cetera of such credit. One positive result of this service was that it tended to force practising teachers to increase their qualifications. On the negative side this service placed an onerous burden on the staff of the General Office of the Faculty of Education and of the University Registrar. I continued to be indebted to my colleagues, especially to Professor Wilfred Pilkington, for the time and effort put into this service well beyond the call of duty. It was, in truth, not the purpose for which the Faculty of Education existed. On more than one occasion we tried to withdraw from providing this service and I am convinced that records will show that I vacillated more than once in that matter.

When the University of Calgary became an autonomous institution, we gave an ultimatum that we would no longer issue statements of years of training for salary purposes. We felt it inappropriate and quite unfair for a single university in the province to be asked to do so. The alternatives seemed to be to have the Department of Education or the Alberta Teachers' Association assume responsibility for the service. Naturally the Alberta School Trustees' Association was concerned. I give full credit to the ASTA and its president Ted Smith for agreeing that the Alberta Teachers' Association should perform this service under the guidance of a widely-based policy committee.

I cannot leave this item without giving credit to the successive Registrars of the Department of

Education --- Donald Cameron and Ivan Sheppy --- who worked closely with the Faculty of Education in arriving at mutually-recognized decisions and to the Registrar of the University of Alberta, Alex Cairns, and his staff for continuing assistance and guidance. Consistency was essential to the success of the operation.

Beginning in the 1956-57 university year enrolments began to increase rapidly in the basic degree-oriented teacher education programs with a decline in the number of candidates registering in the one-year training program. There were several reasons for this. A baby-boom following World War II, coupled with an increasing demand for secondary school education in a broadened curriculum, created a demand for qualified teachers. The law of supply and demand was at work. Added to this was the unanticipated fact that, having brought its entrance requirements into line with those of the other faculties offering undergraduate programs, the Faculty of Education began to attract to its degree programs an increasing proportion of high school graduates. During the period under review in this chapter, enrolment figures reported in the annual reports of the Faculty of Education included students in both Calgary and Edmonton. Thereafter only data relative to the Faculty of Education in Edmonton were included in the annual reports of the University of Alberta. The annual report for 1955-56 includes the statement that "Of the 1,371 students with whom the Faculty of Education was directly concerned 56 were registered in the School of Graduate Studies, 273 in the Evening Credit Program." In that same report 187 degrees (B.Ed., B.Ed. in Agriculture, B.Ed. in Industrial Arts and B.Ed. in Physical Education) and 566 diplomas (Junior Elementary, Junior Secondary and Senior) were shown as

having been completed in that year through a combination of winter session, summer session and evening credit offerings. To show what had taken place during the first seven years of my deanship, the annual report of 1961-62 shows that "During the year, the Faculty maintained active records for 2,877 regular undergraduates, 1,225 evening credit students, 2,802 summer session students, and 37 full-time graduate students." The report for that year shows that 429 degrees (B.Ed., B.Ed. in Industrial Arts and B.Ed. in Physical Education) were conferred and that 1,400 candidates were recommended to the Department of Education for certification (229 for Standard E, 504 for Standard S and 667 for Professional Certificates). The Standard E and Standard S Certificates were granted for completion of two, the Professional Certificate for completion of three years of B.Ed. degree programs.

Besides showing the growth in enrolments during the period between 1955-56 and 1961-62 the above excerpts reveal that with a decline in enrolments in the one-year program and a corresponding increase in enrolments in degree-oriented programs a disproportionate number of candidates were electing the secondary route of the B.Ed. This was of continuing concern and was only corrected latterly with an emphasis on such growing needs as those of early childhood services, special education and increasingly attractive programs for the preparation of teachers for the elementary school.

My concept of university-based programs of teacher education was that both elementary and secondary routes should be equivalent, though not identical, and should lead to a uniformly-recognized degree and to general professional certification. It was my hope that one day a degree, the Bachelor of Education or a basic academic degree plus appropriate professional studies, would be required for first certification. While I

worked toward that goal both overtly and covertly, it was not achieved until sometime after my retirement.

My preference was for a Bachelor of Education degree with a wise combination of basic academic and liberalizing studies, fundamental studies of a psychological and philosophical nature but with an educational orientation, basic curriculum and instruction studies and enough practice for initial entry into classroom teaching. The so-called administration dimension in the undergraduate programs, I believed, should be designed to help the young professional become an informed and intelligent participant in the administrative aspects of the operation of schools and school systems. My preference was to leave specialization to post-undergraduate degree studies.

At the same time that undergraduate enrolments were increasing and partly as a result of them and of a growing confidence in the Faculty of Education as an important partner in the University, three developments were taking place in graduate studies, research and staffing.

The School, College and Faculty of Education had successively offered graduate programs at the master's level (the original B.Ed. had been a graduate degree whose holders were later able to exchange it for the M.A. in Education). Indeed the University of Alberta had led all Canadian universities in the number of graduate theses completed in education. Before 1955 the majority of graduate students in education completed their studies through summer session and/or extra-mural studies. Indeed I had done so myself between 1936 and 1942. In the mid-1950's the interest in graduate studies grew and with it a recognition that greater emphasis must be placed on research as a necessary foundation and adjunct of graduate work at the master's and doctoral levels.

Impetus was given to graduate studies and research from two separate though not unrelated sources. Dr. G. M. Dunlop took the lead in approaching the Carnegie Corporation of New York for a grant of \$50,000 to provide two graduate fellowships, a research library, and such simple basic equipment as card punch, verifier and sorter. At the same time he stimulated interest in the creation of the Alberta Advisory Committee on Educational Research (now Studies) among whose functions would be the publication of *The Alberta Journal of Educational Research*. In addition, he helped persuade the Carnegie Corporation to finance three orientation tours to educational research centres in the United States: Dr. Stanley Clarke to those in the East and South, Dr. Russell MacArthur to those in the Central States and Charles Anderson to those in the West. Undoubtedly the results of these tours heightened the interest of staff in research, not only in the Department of Educational Psychology, but also in the Faculty as a whole. With the approval by the Carnegie Corporation of New York of a \$50,000 grant, graduate studies in educational psychology received the stimulus needed to launch what has become an important function of the Faculty of Education in cooperation with the Faculty of Graduate Studies.

The other impetus to graduate studies and research was given through a grant of \$127,000 from the W. K. Kellogg Foundation of Battle Creek, Michigan. As I noted in a previous chapter, I had, as Chairman of the Division of Secondary Education, secured the support of the Executive of the Canadian Education Association for our submission to the Kellogg Foundation. Early in 1956 I went to Battle Creek, accompanied by Allan McCallum (CEA President), Freeman K. Stewart (CEA Executive Director), Joseph Pagé (CEA Director) and other CEA representatives. This was a heady experience for me,

but one through which I made closer contacts with my CEA colleagues and with Dr. Maurice Seay, Director of the Educational Division of the Kellogg Foundation. The grant approved was to be spread over a period of five years, in decreasing amounts as the University and other sources of financial support were supposed to (and did) increase. At the end of the first five-year period the Foundation made a subsequent five-year grant in an amount well above \$200,000.

Two immediate steps had to be taken: to establish a Division of Educational Administration and to secure a chairman for that Division with the sort of leadership qualities necessary to initiate and develop programs of graduate studies and research in this expanding field.

Since the original CEA proposal to the Kellogg Foundation had indicated that the Director of the short course program in educational leadership was expected to be the person to head the new development at the University of Alberta, we first approached Dr. George Flower to test his interest. For reasons best known to himself he decided not to pursue our approach. Whether I did not, and indeed could not, offer a sufficient financial inducement within the strictures imposed by the University salary scale or whether Edmonton was a less attractive place than Toronto for George and his family, I cannot say. His version of events may well differ from mine. At any rate he did not come.

In thinking about other possibilities I was reminded that A. W. Reeves had just completed a doctorate at Stanford University with an emphasis on school administration and that he had become visible in Alberta as a productive member of the Coterminus Boundaries Commission set up to rationalize boundaries as between Alberta municipalities and school divisions. I had heard, rightly or wrongly, that Art was unhappy

in his position as Director of School Administration in the Alberta Department of Education. When I suggested Art's name to President Andrew Stewart, he showed such enthusiasm that I arranged for Art to meet with the President and me to explore the possibility of Art heading the new Division of Educational Administration and its proposed graduate programs. Ready for such a challenge Art accepted and the new Division was launched under his dynamic leadership. Dr. Harry Sparby, Professor Harold Melsness and I (nominally) became, together with Art, the nucleus of the staff of the Division. Soon, however, Dr. Gordon Mowat was added from the Department of Education and Dr. J. H. M. Andrews and Dr. Lorne Downey fresh from graduate studies at the University of Chicago. As enrolments in the Faculty of Education grew and as the number of graduate candidates in educational administration increased, additional staff, including Dr. W. H. Worth, who had just completed a doctoral program at the University of Illinois, were hired.

The story of the development of the Division of Educational Administration is documented in *Educational Administration in Canada: A Memorial to A. W. Reeves*, written by Dr. W. H. Swift and published by MacMillan of Canada (Toronto, 1970). I shall comment here on only a few matters related to that development. Art proved to be an excellent choice. He immediately demonstrated that he had the interest, drive, integrity, personality and ability necessary. He began by visiting every Canadian province, making both the proposed program and himself known. He engendered confidence wherever he went and, indeed, "sold" the program. That was in 1956-57. While we had not intended to begin our doctoral program until the next university year, we did accept the first applicant in 1956 in the person of Cecil Collins, a Saskatchewan provincially-appointed superintendent (inspector) of schools. He became in a very real sense a trial balloon for the program and was

the first candidate to have the doctorate in educational administration conferred by the University of Alberta. I have a pictorial record of a picnic held in Victoria Park to celebrate the occasion.

The Kellogg grant had provided funds for graduate fellowships and scholarships, normally in the amount of \$2,400. Art requested that each candidate present a budget showing anticipated expenses and sources of income other than that to be provided through the Division. Since many candidates came with support from their employers, the size of the grant awarded through the Division was adjusted to individual need. In this way the total amount available assisted a larger number of candidates. These candidates came from various provinces, with a surprisingly large proportion from Newfoundland and other maritime provinces. But there were some from Quebec, Ontario and the western provinces.

Even though the programs required intra-mural residence --- one academic year on the master's and two on the doctorate --- the number of candidates continued to increase. It soon became apparent that the M.Ed. and Ph.D. programs were favored. Very few candidates opted for the Ed.D. program. The senior diploma program was never activated.

Following a professional visit of Art Reeves to Australia, a flow of candidates from that Commonwealth country began. As a result many graduates of the educational administration program of the University of Alberta are to be found in key positions in the various States of Australia. In addition Dr. Walter Neal of Western Australia is serving in a leadership role in that state following two periods of appointment to the staff of the Division (later Department) of Educational Administration here. From the second of these Dr. Neal was appointed successively Associate Dean of Education

(Planning and Development) and Vice-President of the University (Planning and Development) before returning "home".

Not only did some graduates of the program return to Australia and to leadership positions there, but others are to be found in such positions in Canadian provinces and cities as well as in other countries.

There were other outcomes too numerous to mention here, but I shall record one or two. The Division began publication of the *Canadian Administrator* as a service to school personnel with many articles based on the research activities of staff and students. Through the efforts of the Division and the Faculty, the University of Alberta became the first Canadian member of the University Council on Educational Administration of which in 1980-81 Dr. Eugene Ratsoy was president.

While the above was going on in Educational Administration, there were equally encouraging and exciting developments in the graduate programs in Educational Psychology: in learning theory, learning disabilities, educational counselling and experimental research. With the provision of more sophisticated facilities and equipment, and especially the application of statistics and computer technology, the graduate programs and the research output of the Division flourished. Its graduates, too, found their way into important positions in universities, school systems and research institutions in Canada, Australia, New Zealand, and other countries.

The other Divisions soon began to expand their offerings in graduate studies and have beyond the time-frame of this chapter developed well-recognized programs at the master's and doctoral levels. While

continuing to concentrate on their undergraduate programs, the basic reason for which the Faculty of Education was created, the Divisions of Elementary and Secondary Education began between 1955 and 1962 to attract graduate candidates at the master's and in a few specialized areas such as reading at the doctoral levels. Since 1962 the graduate programs of these two Divisions (now Departments) have flourished as their programs have been extended into a wider variety of fields.

During the 1960-61 session steps were taken to create the Division of Educational Foundations (educational dimensions and applications of philosophy, history, sociology and anthropology). As of April 1, 1961, Dr. Bernal Walker was appointed Chairman of this Division and staff in the relevant disciplines were transferred to it, largely from the Division of Secondary Education. Though the new Division continued to serve the needs of the undergraduate programs, its main thrust, as with the Divisions of Educational Administration and Educational Psychology, was in graduate study and research. The number of students enrolled in its courses increased at both undergraduate and graduate levels. Graduate offerings were considerably expanded and diversified to meet the demands and needs of candidates interested in the various foundations of education. This necessitated an addition to staff through full-time, part-time and joint appointments. The various annual reports of the Faculty of Education for the years following 1960-61, as well as the calendars of the Faculty, provide full information concerning staff changes of this and other divisions. The staff and graduates of the Division of Educational Foundations brought credit to the Faculty of Education through teaching, research and publication.

It was an unanticipated development that led to the establishment in 1962 of a sixth division, the Division of Industrial and Vocational Education. In 1961, in an effort to stimulate training programs in various technical, technological and business skills, the federal government of John Diefenbaker, spurred by its Department of Labor, passed the Vocational and Technical Assistance Act. The main purpose of this move was to reduce Canada's dependence on recruitment of skilled workers from abroad. The Act provided rather generous grants for the provision of facilities: buildings and equipment. It also provided through its section 7 assistance for preparing staff to teach trainees. The various Canadian provinces took advantage of the provisions of the Vocational and Technical Assistance Act in different ways. Newfoundland, for example, set up or expanded a specialized facility related to the preparation of skilled workers for the fishing industry. Several provinces concentrated on extending facilities and offerings of technical institutes. Certainly Alberta took advantage of this option through expansion of its Southern and Northern Alberta Institutes of Technology --- high quality institutions both then and now. But it was Ontario and Alberta, I believe, that made greatest use of the provisions of the Act at the secondary school level. In Alberta composite (or comprehensive) schools with industrial arts and vocational streams were already established in many communities. Through the provisions of the 1961 Act, these were expanded and new facilities were built, either by expanding existing structures or by developing new ones in additional communities --- and equipping both. Aware of the growing interest in industrial and vocational education the Board of Teacher Education and Certification was confronted with the problem of assuring that there would be a sufficient number of qualified teachers to meet the need created. A small committee of the Board addressed itself to a solution: R. E. "Bob" Byron (Director of of

Vocational Education for the Department of Education), T. C. "Tim" Byrne (Chief Superintendent of Schools for the Department of Education), S. C. T. "Stan" Clarke (Executive Secretary of the Alberta Teachers' Association) and H. T. "Pete" Coutts. Our recommendation to the Board was that there be set up at the University of Alberta in Edmonton a Division of Industrial and Vocational Education to give added status to preparatory programs for teachers of industrial arts and vocational education and that the existing programs in these fields be transferred from Calgary to Edmonton.

Among the programs of the Faculty of Education, beginning in 1945, had been one leading to a Bachelor of Education in Industrial Arts. There were three main routes that might be followed by candidates for this degree. All, of course, included arts and science options, pedagogical studies and student teaching, as well as technical and skill subjects. On Route 1 candidates were required to complete technical theory and laboratory course work in wood, metal, electricity, motor mechanics and drafting, the courses being offered through an arrangement with the Southern Alberta Institute of Technology and Art (now SAIT). Junior courses in arts, science and education were offered in Calgary, senior courses in Edmonton, largely through summer session offerings.

On Route 2 a matriculated candidate who also presented an Alberta Journeyman's Certificate in a recognized trade applicable to Alberta secondary school programs in industrial arts was given advanced credit in the technical specialization guaranteed by the Certificate presented. The candidate was required, in addition, to complete certain arts, science and education courses (including student teaching) to qualify for the B.Ed. in Industrial Arts. At the time six second-class standings or better on senior level

courses were required for graduation on all B.Ed. degree programs.

A third route provided an arrangement whereby a candidate might, over an extended period, complete both apprenticeship (trade certification) and university requirements for the B.Ed. in Industrial Arts degree concurrently. This third option was never a popular choice.

Prior to 1962 the industrial arts program was closely monitored by Theo Finn, Secretary of the Faculty of Education in Calgary, while record-keeping was done as a joint effort of the Faculty offices in Calgary and Edmonton. Those already (in 1962) embarked on the programs briefly outlined above were permitted to complete them. The Faculty of Education has always been generous with its "grandfather" provisions for completion of programs once begun by candidates.

With the setting up of the Division of Industrial and Vocational Education, changes were made both in the philosophical approach to industrial education and in the preparatory programs for teachers. While this is not the place to give details of the new programs developed, it is significant to record that Route 2 of the former industrial arts preparatory program provided the basis for the Bachelor Education in Vocational Education and that a multi-faceted, laboratory-oriented set of experiences was introduced to qualify candidates to present industrial arts courses designed to prepare pupils for living with greater understanding and satisfaction in a highly technological society.

Our search for a chairman for the new Division led to the appointment of Dr. Henry R. Ziel under whose leadership the industrial arts program took the fresh and, in my opinion, more intelligent and educationally defensible directions noted above and a diversified

vocational education program was developed and introduced to meet a range of demands and needs.

In the meantime, following the retirement of W. Dewar McDougall in 1961, Dr. W. H. "Wally" Worth had been appointed Chairman of the Department of Elementary Education where his leadership soon became apparent.

In 1958 Wilfred Pilkington was appointed Assistant to the Dean, an appointment that developed later into Assistant Dean and ultimately Associate Dean (Student Programs and Records). To his administrative responsibilities, as to his teaching, Professor Pilkington brought his considerable skills and enthusiasm as well as a wealth of human understanding. His loyalty and devotion to the Faculty of Education were invaluable assets of which I was appreciative and for which I remained constantly in his debt. On the broader stage he contributed richly to the development of positive university/community relations. It was most fitting that the University of Alberta conferred on him in 1979 its Doctor of Laws (Honoris Causa) degree

In addition to the six *Divisions*, re-designated *Departments* in 1962-63, the Faculty was served by a number of specialized support services, each with a coordinator and staff: a Field Services Division, a Curriculum Laboratory Division, a Clinical Services Division, an Audio-Visual Media Division and a Research Services Division.

Some changes in titles used --- chairman to head back to chairman --- as well as internal relationships

within the Faculty took place from time to time as changes in enrolment, curriculum and functions occurred and as semantics began to affect the designations used. Eventually we put together a chart (Appendix A following) to represent as clearly and reasonably as could be done in such a way, the relationships as they had evolved up to the time of my retirement in 1972. This chart contains a wealth of information, not only about organization, but also about various programs, services and staff involvement. It is only natural that further changes have been effected since 1972. But the present account is, of course, merely historical.

There were efforts made to have one or more of the special or support services designated as departments, but I resisted this on the grounds of Couttsian logic and conviction.

The organization chart referred to above illustrates the multiplicity of functions and services being performed by the Faculty of Education as a result of on-going program and course revisions. Changes were made to reflect social need, staff interests and competencies and a general maturing of the Faculty of Education which had had its *de facto* beginning as a fully-operational entity within the University of Alberta only in 1945. This is not the place to write about details of program and course developments. These are verifiable through an examination of calendars and minutes extant in the archives of the University. It is sufficient here to make only one or two comments. At first every program, course and course change had to be approved directly by the Faculty of Education Council and subsequently by the General Faculty Council, with the possibility of challenges using procedures adopted by the latter. Certain courses in educational psychology were vulnerable to challenge by the Department of Psychology. As a result I became a sort of buffer between Dr. Dunlop (Educational Psychology)

and Dr. Royce (Psychology) and, though I was never battered during their academic skirmishes, nothing specific was resolved --- each had his own *way* in his own *way*. A far more ludicrous example, it seemed to me, related to course offerings on *convection*, for here the Department of Physics (with basic theoretical courses), the Faculty of Engineering (with applications of convection to heating) and the Faculty of Agriculture (with applications to ventilation of hen houses) were suspicious of one another. The most useful step taken by the Faculty of Education in this matter, in my opinion, was to have the General Faculty Council approve a generalized set of programs with agreement on the proportion of various components to be included: arts and science, other aspects of a teaching specialization, professional studies and supervised practice. Within this umbrella all sorts of changes could be made by the Council of the Faculty of Education without the specifics having to be dealt with by the General Faculty Council. I do not propose in subsequent pages of this account to say more concerning curriculum change during the remaining years of my membership on the staff of the Faculty.

When I became Dean of the Faculty of Education in 1955, its staff was relatively small (about 25 in number) and mostly, if not entirely, composed of members who had been part of the Alberta educational establishment as teachers, superintendents, or inspectors of schools. Most had attended Alberta Normal Schools and/or the University of Alberta for basic professional preparation. Of course many had also completed graduate studies at American Universities. With increasing enrolments and expanding functions, it became imperative to increase staff size throughout the seventeen years during which I served as dean. Two policies dominated my approach to staffing and were accepted as practice by the Faculty. One policy was to diversify the staff by appointing well-trained scholars

from abroad (Great Britain, Australia, New Zealand, the United States) as well as from Canada. The other was to hire, to the extent possible at a time of limited supply, candidates who already held doctoral degrees or who were well-advanced on studies leading to such degrees. When the Faculty of Graduate Studies at the University of Alberta began to recommend candidates for doctoral degrees sponsored through the various departments of the Faculty of Education, we appointed some of these to our staff. I believed in appointing the best qualified candidate for a particular position with preference being given to Canadians where qualifications and experience seemed equal. Of course recommendations for appointments were made within the committee structure of the Faculty and the University.

Increases in enrolment and expansion of functions also led to the need for additional space and far more specialized facilities, equipment and library holdings. Some accommodation had been made available in the then Faculty of Education Building (now Corbett Hall) by the transfer of the campus University High School to Old Scona, by renovating several classrooms to provide office suites, by housing the Division (Department) of Educational Administration in the Engineering Building west of the Medical Building and by providing industrial arts laboratories in turn at the Northern Alberta Institute of Technology, an Edmonton school and in the present location in a Butler hut on campus. It had become obvious that accommodation in the Education Building was inadequate.

The location of the Faculty of Education, beginning in 1945, had worked a hardship on students whose sequent classes often called for movement from the Education Building to the main campus within an unreasonably short time span. As new buildings were constructed on the main campus, the situation became worse. In spite of this, a first suggestion called for

an additional building to be constructed to the north of the Education Building and rough ground plans were made. (A University of Alberta Hospital parking structure now occupies that site).

Fortunately, more forward-looking planning resulted in the choice of the present site for the Education Centre on land south and south-east of St. Joseph's College and south-west of St. Stephen's College --- on what some of us remember as St. Joseph's potato patch. A Faculty committee chaired by Bernal Walker was set up to help plan the new facility with the assistance of the University's Director of Physical Plant (Bev Brooker) and the architectural staff of the Provincial Department of Public Works which took responsibility for the construction of major university buildings at the time. The staff of the Faculty were consulted at every stage of planning. The result was that the building (Education I - 1), including its ten-storey central tower, two four-storey wings, two-level library (three storeys in Education II - 1), and gymnasium proved to be operationally efficient and, because of its modular structure, easily adaptable to modification. Education I - 1 has its exterior architectural antecedents in the legislative building in St. John's Newfoundland. In the adaptation, the central tower was rotated 180 degrees. To the Deputy Minister of Public Works, Mr. Arthur Arnold, we owe that rotation as well as the beautiful matched book-plate marble in the main foyer.

Copies of the program of the official opening of the building are available in the archives of the University. As part of the ceremonies of that opening, the Alberta Teachers' Association presented to the University a portrait of Dr. M. E. LaZerte, the first Dean of its Faculty of Education. That portrait now hangs in the Herbert T. Coutts Library. Unfortunately, the official opening preceded the actual completion of

the building. During last-minute changes in planning, the two stairways (to the library and the gymnasium) were narrowed, with doors in the partitions leading, as the *Edmonton Journal* stated, "nowhere". Fortuitously, the "nowhere" areas have proved an unanticipated boon, since it was possible at a later date to use them to make passageways for paraplegics.

One loss in the move to the new location was access on-campus to elementary and junior high school classes for demonstration, teaching practice and research studies. As a substitute provision, it was planned to use closed circuit television to provide observation situations. A mobile van was purchased and equipped to pick up appropriate classroom demonstrations. For many reasons the van approach did not prove satisfactory and was soon abandoned. A television studio was incorporated into the new building and seemed to be more successful, though its use entailed bringing groups of students to campus. Dr. McDougall had never been happy with the prospect of a teacher education facility with no formal on-the-spot demonstration facilities. Fortunately, there are other ways of providing controlled demonstration, supervised practice, and research-oriented situations.

A positive result of the re-location was that all of the Faculty units were brought together and, for a time, other faculties and departments were able to use space in the new building: modern languages, English, and commerce. In addition the Student Counselling Services were located in Education I -1. But, as will become apparent later in my story, this use by others was a temporary arrangement. My mind is full of details concerning this and other interesting matters related to these early years of my deanship, but they must remain unrecorded here.

At this point I must back-track a little. Education, including teacher education, has long been subject to criticism and re-examination. It seemed inevitable to me that the so-called Progressive Education movement of the 1930's and the emphasis on the activity approach which it generated, together with the broadening and diversifying of secondary education as a higher percentage of the teenage group remained in school would result both in criticism and re-examination. Probably the strongest, but certainly not the only, voice raised in this connection was that of Hilda Neatby, a professor of history at the University of Saskatchewan. Her article entitled "My Small War with the Educators," *Maclean's Magazine*, 67:7, pages 50-54, July 15, 1954 followed her book, *So Little for the Mind*, Clarke Irwin and Company. Educators across Canada, as well as provincial departments of education, if not already on the defensive, soon became so.

At least two approaches to re-examination followed. The first was the use of Royal Commissions on Education, the second the two Canadian Conferences on Education in 1958 and 1962. Someone has said that Royal Commissions are devices used by governments to deal with nasty and difficult matters at arm's length. Whether true or not, Royal Commissions on Education were a fact of the 1950's and early 1960's. The *Report of the Royal Commission on Education in Ontario* appeared, with numerous minority reports appended, in 1950. Manitoba, British Columbia and Alberta all had Royal Commissions of Education operating toward the end of the 1950-60 decade.

It is only because of my modest association with the Royal (Cameron) Commission in Alberta (1957-59) that I mention it here, for the *Report of the Royal Commission on Education (Province of Alberta, 1959*, including one minority report, is extant. Briefly

summarized, the tasks which the Commission headed by Senator Donald Cameron was asked to study and report on were:

- A. the aims and objectives essential to maintain a proper and adequate educational program;
- B. (1) the curriculum,
 - (2) attainment, classification, and promotion of pupils,
 - (3) special services (guidance provisions for gifted, handicapped, health services, and the like),
 - (4) types of school organization (centralized, composite, small high school, semester system, and the like,
 - (5) physical facilities (buildings),
 - (6) quality and supply of teachers,
 - (7) the relationship of the educational system to the requirements of industry and the modern community,
 - (8) the economics of education, excluding a detailed study of sources and distribution of funds.

At the request of the Alberta Teachers' Association, I assisted in editing its brief to the Commission. As Dean of the Faculty of Education, I helped prepare and, with my colleagues, present, the Faculty's brief. The Faculty brief was in two parts: one dealing with the Faculty of Education and its place

in the preparation of teachers; the other with the curriculum of the schools. I had a major share in editing the Faculty brief and in having it collated. I well remember the latter being done in the cafeteria of the Education Building late one evening with help from, among others, Wilfred and Jean Pilkington and my wife Clara.

Having completed its assignment, the Commission issued its report to the Government of Alberta through the Lieutenant Governor and turned over, as well, copies of all briefs received and research studies made at its instigation. The latter were in turn presented to the Faculty of Education of the University of Alberta for historical and research purposes and, I suppose, are still available for study. The report of the Commission in all its detail remains an important document.

I mention the two Canadian Conferences on Education only because I attended them and had a small part in preparing documentation relative to research in education. Participants in the two conferences were widely representative of business, industry and education at all levels. "The Canadian Conference on Education (1958)," said its organizers, "grew out of the conviction of many people that wider public understanding of Canada's educational needs and problems would be a major step toward their solution." The 1958 Conference was held in Ottawa with Dr. Wilder Penfield, a noted neuro-surgeon, setting the tone with an address entitled "The Testament of the Common Man." In workshop sessions, most aspects of Canadian education were discussed. While the Conference was held a long time ago, I have the memory of having been impressed by Dr. Penfield, but of having forgotten much else that occurred even though powerful people were in

leadership roles, among them George Croskery of the Canadian Teachers' Federation who served as Director. Unfortunately, there was a lack of any substantial representation from the Province of Quebec. I find it difficult to identify any lasting results of this Conference other than the fact that all experience has a broadening effect on those who participate in activities.

The Second Canadian Conference on Education (1962), directed by Fred W. Price, had as its stated objectives:

- (1) To improve communication among the segments of Canadian society interested in education by bringing them together so as to assure an exchange of ideas and information between the public and those responsible for the direction and encouragement of education at all levels in Canada.
- (2) To help create wide public understanding and support among Canadians for the educational development which is essential to meet the needs of our growing nation.
- (3) To encourage appropriate efforts designed to solve the problems created by these needs, such as the provision of adequate school and university facilities.
- (4) To keep informed about emerging needs of education in Canada, and, in cooperation with the authorities concerned, to tabulate these needs so that actual achievement can be measured.
- (5) To offer, as appropriate, to cooperate in the promotion of activities designed to arouse public interest in education.

Held in Montreal, March 4 through 8, 1962, this Conference did include strong representation from Quebec and wide use of the French language in the presentations and discussions. The Conference, enjoyable as it was to be in Montreal among colleagues, was marked by clashes between representatives of teachers and trustees, traditionalists and experimentalists, English and French speaking participants, East and West.

As I look back on the two Conferences on Canadian Education, I continue to wonder whether anything positive was accomplished through them.

It would be impossible and certainly boring, to enumerate the many committees on which I served during the first seven years of my tenure as dean. For a time I was a member of the General Curriculum and the Private Schools Committees of the Department of Education. From 1955-56 to 1971-72, I served on the Board of Teacher Education and Certification and on its Executive Committee. From 1957 to 1972, I served on the High School and University Matriculation Examinations Board and its Executive Committee.

My main committee responsibilities, of course, were related to the University. Within the Faculty of Education, I served as Chairman of the Faculty Council and its Executive, the Dean's Advisory Committee (which I organized to capitalize on advice from the administrative staff), the Faculty Promotions Committee, and most appointment committees. I served as a member of such committees as the Faculty Building

Committee, and the Principals' Leadership Course Planning Committee.

I served for a time as Chairman of the Summer Session and Evening Credit Program (successive Directors John Gilles and Stanley Clarke) and the Student Counselling Services (successive Directors Alex Cook, Peter Rempel and Arthur Hough) Committees. Also, at one time or another, I was a member of the Physical Education Council, the Junior Colleges Committee, the General Faculty (later Faculties) Council, the General Promotions Committee, the Coordinating Council, the Students' Assistance Committee, the Committee on Television and from 1962 to 1964 as the Deans' Council representative on the University Senate. I served, too, on numerous ad hoc committees, long forgotten.

Beyond the University, I served for many years as Chairman of the Alberta Advisory Committee on Educational Research (Studies), a cooperative organization of the University, Alberta Teachers' Association, Alberta School Trustees' Association, Alberta Department of Education and Alberta Federation of Home and School Associations, all of whom contributed to the revenues of this organization. I served, too, for a time on the AACER(S) publication committee which was initially responsible for *The Alberta Journal of Educational Research*. For a time I represented the University on the Nursing Education Committee of the Royal Alexandra Hospital and on one occasion gave its graduation address. I was also a member, for a time, of the Senate of St. Stephen's College and provided assistance during a revision of its curriculum. I was active in the affairs of the Alberta Education Council (long since liquidated), especially during the period when its major thrust was the recruitment of candidates for teaching. For six years I was on the board of the YMCA, three of them on its executive.

Later I shall be recording impressions about various professional organizations of which I have been a participating member. It is sufficient to mention here that between 1955 and 1962 I attended meetings of the Western Canadian Regional Conference on Teacher Education (later revised as WESTCAST --- Western Canadian Association on Student Teaching); the Conference of Deans and Professors of Educational Administration (mentioned earlier); the Canadian College of Teachers (to whose first Annual General Meeting in Niagara Fall in 1958 I spoke on "The Graduate of the Canadian High School"; The National Council of Canadian Universities (NCCU), the forerunner of the Association of Universities and Colleges of Canada (AUCC); the Canadian Education Association (of which I was a director from 1958-1967); Annual General Meetings of the Alberta Teachers' Association; the University Council on Educational Administration (UCEA), a workshop of which John Andrews and I attended at Alerton House, a continuing education centre of the University of Illinois; the American Association of School Administrators, one of whose meetings in Atlantic City I attended in the company of Art Reeves and a second in the company of John Andrews; and an Invitational Conference on Educational Research at Macdonald College, McGill University, where I spoke on various aspects of research in teacher education.

I took a more than casual interest in the Alberta Federation of Home and School Associations, in career days, in the Canadian Institute of Public Affairs, in the Education Society of Edmonton, in the Rotary Club of Edmonton, in educational television, and in special education.

As a result of my interest in educational television, I observed a system-wide program in Seattle, attended a national conference in Ontario, and consulted specialists in this field at New York

University and in one of the colleges in the New York City college system.

My interest in special education was related to the provision by the University of summer session courses for teachers of the deaf and the hosting of a conference on special education, with Dr. S. R. Laycock, a former Dean of Education at the University of Saskatchewan, as the major speaker. Our goal, at the time, was to have various provinces specialize in the preparation of teachers of children with specific handicaps: speech therapists at the University of Manitoba, teachers of the deaf at the University of Saskatchewan, teachers of the mentally handicapped at the University of Alberta, and teachers of the blind at Jericho Hill and the University of British Columbia. "The best laid plans of mice and men" are not always realized.

Though recorded in the Annual Reports of the Faculty of Education to the Board of Governors, it is of interest to include here the names of a number of distinguished visitors to our young Faculty. Among them were George Baron of the University of London Institute of Education; in 1955-56, Dame Olive Wheeler of Cardiff and, on CEA exchanges, Morley Toombs (University of Saskatchewan) and Harry Stein (University of Manitoba); in 1956-57, John L. Sharp (HMI London), C. R. MacLeod (Superintendent of Schools from Windsor, Ontario) and Andrew Skinner on a CEA exchange from the Ontario College of Education); in 1957-58 Neil Traylen and May Marshall from West Australia, the Saidullah Khan (a Colombo scholar from Pakistan), J. B. Pierce (from UNESCO) and H. B. Magunda (from India); in 1958-59 Robin Pedley (from the University of Leicester); and in 1962 Maurice Seay (Education Director of the W.K. Kellogg Foundation). Maurice treasures a hard hat

bearing the inscription "U of A", a hat he wore to the top of Education I, then under construction.

Over the period from 1955 to 1962, I gave many talks and wrote numerous articles, copies of most of which may be found in bound volumes in the University Archives. On one of my speaking ventures, I gave talks within a period of two days at teachers' conventions in Melville, Canora and Wadena, Saskatchewan. Ray F. E. Harvey, a high school inspector, agreed to drive me to Saskatoon to catch a plane to Edmonton. Coming over a rise in the dark (I was asleep at the time), the car lights failed to pick up the stray cow we hit broadside. I have always felt lucky not to have been injured in that accident. Ray later attended the University of Alberta where he qualified for a Ph.D. degree in Educational Administration and went on to become a Deputy Minister of Education in Saskatchewan, a post he held until retirement.

I shall leave this chapter with a few facts about my relations with the Faculty of Education in Calgary. Malcolm Taylor had become Principal there, Andy Doucette retaining his position as Associate Dean of Education. Because of health problems, it became necessary for Andy to retire in 1961. President Johns and I drove to Calgary to accept with regret Andy's resignation. Andy Doucette had served Alberta education well as teacher, superintendent and inspector of schools, professor, and chief administrator of the Calgary operation of the University of Alberta and of its Faculty of Education. He was appropriately recognized by the University of Calgary, which conferred on him an honorary doctoral degree. In turn, he honored that institution with a gift of his personal and professional library.

With the appointment of Dr. Harold S. Baker as Dean of Education in Calgary in 1962, my direct responsibilities there ended.

CHAPTER X

FAMILY, FRIENDS AND COLLEAGUES
1955-1965

Many of my vacations were started as busman's holidays: attending meetings with driving, sightseeing and visiting added. Such was our 1955 attendance at the First Conference of Deans and Professors of Educational Administration in Toronto. Clara and I --- we both enjoyed and shared driving --- followed a route that took us through the Canadian provinces of Saskatchewan and Manitoba, south through the badlands of North Dakota with their beautiful, awe-inspiring vistas, through Wisconsin and Michigan to Toronto. Following the conference we visited my cousin Marion Hartwell in Grimsby, Don and Helen Moffatt in Kingston, Clara's aunts and half-sister in Peterborough and her brother Alex Simpson, his wife Evelyn and their family of three boys (Jim, Dave and Gordon) in East Palestine, Ohio, where Alex practised medicine. En route from Kingston to East Palestine we drove along the St. Lawrence River to view some of the "thousand islands" and crossed the Ivy Lea Bridge into the United States. Then, surrounded by masses of cloud-like trees and the hills they covered, we passed through parts of New York and Pennsylvania. With Peter, George and Jane well cared for at home, Clara and I had an enjoyable holiday filled with many new sights and an increased appreciation of the breadth and beauty of both Canada and the United States even though we had only a small taste of the whole.

Prior to the above drive in June 1955, we had had an enjoyable family picnic. My slides show that Clara's mother, Mrs. Simpson; Edward, Mickey and small daughter Dawn; Sheila with baby Richard Douglas; Peter, George, Jane, Clara and I were present in Queen Elizabeth Park.

Such family gatherings were taken for granted at the time, but they continue to provide rich memories in retrospect.

In the spring of 1956 Clara and I drove east again, following highways that took us through Montana, North Dakota, Minnesota and Wisconsin. We crossed Lake Michigan by ferry on our way to attend the Conference of Deans and Professors of Educational Administration in Montreal. On this trip we visited Clara's Uncle Ben Simpson in Burlington --- he a 1909 or thereabout member of the Hamilton Tigers, a football hall of famer and a retired school principal. We also visited my cousin Louise Little and her family in Hamilton. Following the conference, of whose program I now recall very little in spite of my serving as Conference President, we drove to Drummondville, Quebec, to visit Miriam White (nee Fairbairn), who had been a music pupil of Clara and a high school student of mine in Claresholm. On our return, after short stops in Ottawa and Hamilton, we drove to Flint, Michigan, to visit our son Douglas Ringrose (on a rotating internship there) and his family: Sheila and Richard Douglas. From there we moved across Lake Michigan, again by ferry, through South Dakota, Wyoming, Yellowstone Park, Montana and back to Edmonton. This drive was replete with new sights such as the Long Sault rapids (now disappeared to make room for the St. Lawrence Waterway), the Bay of Quinte, the Rushmore Memorial in South Dakota, the Big Horn Mountains of Wyoming and Old Faithful Geyser in Yellowstone Park. My slides of our 1956 conference/holiday have been a reminder of happy personal and professional experiences.

Two other events of 1956 also remain in my memory. Following the summer session at the University (as dean I preferred to remain on campus to be available to

discuss programs and problems with teachers for whom the summer sessions were their only direct contact with the Faculty and the University), Clara, George, Jane, her friend Margaret Haddon and I took a driving holiday to Miette, Jasper and Banff.

In mid-December staff of the Faculty of Dentistry and the Faculty of Education combined to provide a program on approaches to teaching and evaluation for over-town, part-time instructors in dentistry. The program was organized by Dr. R.D. Haryett (Dentistry) and Professor Harold Melsness (Education). Presentations on basic approaches to teaching were made by Harold Baker, Wally Worth and Stanley Clarke. Three practical situations --- lecture, clinical and laboratory --- were demonstrated by specialists chosen from the permanent staff of the Faculty of Dentistry. Following each of these teaching demonstrations, a panel of three provided a constructive analysis: Dean Scott Hamilton of the Faculty of Dentistry (Alberta), Dean Cliff Lewis of the Ontario College of Education and a member of a Canada-wide team set up to evaluate dental preparatory programs and me. What amazed me about this experience, which to my knowledge was never repeated, was that the thirty or so practising dentists who participated attended faithfully all sessions during the three-day schedule, foregoing the rewards that would certainly have been theirs otherwise.

Douglas and Sheila returned from Chicago in the summer of 1957. Clara and I drove to Drumheller where they were visiting Sheila's parents, Terry and Gladys Smith. Later the whole family drove to Edson (stopping en route to visit John and Sadie Finlay) and Jasper. Clara's mother, Mrs. Simpson, then in her 93rd year,

was one of the active members of that holiday. Still later we had a family picnic with the Grays (Clara's sister and her family) at Pigeon Lake. All members of the Gray and Coutts families were present with the exception of Clara and Sheila who were absent through illness. It was a fun-packed day for the rest of us.

In that same year, as I mentioned earlier, we attended a graduation picnic in Victoria Park to honor Cecil Collins, the first Ph.D. graduate in educational administration at the University of Alberta.

We also had a brief holiday in Banff and in the fall attended the wedding in Red Deer of Marilyn Gray and Grant Gardiner.

In November 1957, I flew to Minneapolis to attend the annual conference of the National Council of Teachers of English and to participate in honoring Dr. Dora V. Smith. Each of those who had completed a Ph.D. program under her sponsorship added a gold charm with name and year of convocation to a bracelet which was presented to her at a breakfast held to honor her. I saw Dora V. only once later: in Honolulu in February or March 1968 when Les Gue and I were returning from a supervisory visit to Thailand. In 1957, following the meetings of the NCTE, I flew to Chicago to visit Douglas, Sheila and Richard Douglas and to see for the first time our newest granddaughter Leslie Ringrose.

In late June and early July of 1958 Clara, George, Jane and I drove to Vancouver via the Yellowhead Trail. At that time the road from Tête Jeune Cache to Barrière was indeed a trail, often over rocks or sand. Speeds well below thirty miles per hour (forty-eight kilometres per hour) were essential. After I had given a talk at the University of British Columbia, we drove

across the continent to Detroit, Niagara Falls and Grimsby. At Detroit we visited Douglas, Sheila and family. (Douglas split his specialization internship between the Lying In Hospital in Chicago and the Herman Kieffer Hospital in Detroit). At Niagara Falls I gave a talk, as noted earlier, at the first Annual General Meeting of the Canadian College of Teachers. In Grimsby we visited my cousin Marion Hartwell. My memories of the eastern part of that summer's activities, all verified by slides, stand out. One is of George (12) and Jane (10) standing beneath (or before) huge concrete replicas of Daniel Boone and his great blue ox; another is of Clara, George and Jane (all smiling) in black slickers on the Maid of the Mist below Niagara Falls; and the third of the four of us on a ferry crossing Lake Michigan.

Peter had remained at home to work and Edward, Mickey and family were busy with their own activities. During the 1958-59 school year Peter attended Mount Royal College in Calgary as a boarding, intramural student to shore up his high school education.

In August 1959 I participated in the Alberta Teachers' Association workshop in Banff, assisting in the field of curriculum development. The family accompanied me on this busman's holiday --- a holiday which permitted side trips with friends and colleagues to spots in and around Banff and Lake Louise.

1960 began with a deterioration in the health of Clara's mother, then past ninety-five years of age. Mrs. Simpson, who had lived with us since 1952, was a sweet, gentle and delightful person with a keen sense of humor, a deep religious faith and, until a few weeks

before her death in late March, an alert mind. The relationships between her and the members of our family were uniformly pleasant: she loved them and they her. It was only natural that her death left us saddened, especially Clara who had a strong affection for her mother --- an affection that she had had for her father and one that she shared generously with her children, grandchildren and me. It was to her that they turned for counsel, sharing with her their successes and failures, their strengths and weaknesses.

We had been fortunate during the period covered in this chapter to be able to call on Leta Silverthorne (a sister of Betty Mardiros) to care for Mrs. Simpson and our children when we were absent from home. We owed her a great deal for her thoughtfulness and understanding, as well as for her management of our household on such occasions.

Three things provided a sort of therapy later in 1960. In that year the Annual Conference of the United Church of Canada met in Edmonton. At our invitation the Reverend Roy Hicks and his wife Shirley stayed with us at our home on Seventy-sixth Avenue. Roy, a classmate of mine at the University of Toronto between 1933 and 1935, besides being a successful minister had skills as a polisher of driftwood. A piece of this driftwood, polished and converted into a reading lamp, he presented to us. One evening, while the Hicks' were with us, we drove to Miette, arriving in the darkness. When Roy rose the next morning and stepped out of our rented cabin to find himself surrounded by massive and majestic mountains, he was both awed and enthusiastic. His first sight of the Rockies was from among them. Our subsequent drive to the Columbia Ice Fields and the Angel Glacier, while impressive, paled in comparison with that first sight of mountains that we take for granted. I continue to correspond with Roy and Shirley each Christmas and have visited with them briefly on

three occasions: once in 1965 when Clara, Tom and I spent a weekend with them at their lake cottage north of Toronto; once when we called at their manse when they were serving the Chalmers United Church in Toronto; and most recently when Alice and I visited them in their retirement home in Albright Gardens near Beamsville, Ontario.

Later in 1960 Clara and I had spent a real holiday at Lake Waskasoo, Saskatchewan. It is a beautiful location that had been recommended to us by Edward and Mickey and one that we recommend to others. There we enjoyed walking, golfing (in spite of innumerable flies and mosquitoes) and sight-seeing.

The third example of therapy was our family Christmas --- always an event with us. Christmas dinners were an occasion which brought the family together for many years and especially in 1960.

We made a decision on March 11, 1961, to contract the construction by Phil De Philippi of a house in Grandview. Clara and I had secured a map of the development there and, after walking the area and examining numerous sites that might accommodate the plan we had selected and modified, we settled on the lot on which the house at 12345 - 66A Avenue now stands. Between March and October the new house was constructed and we moved in the latter month after selling our house at 11431 - 76th Avenue. Having paid \$7,400 for a fully serviced lot, and having had the house built for \$32,000, we assumed responsibility for a \$25,000 fifteen-year mortgage. This was certainly the best financial investment we ever made, considering the present worth of the house and lot. Landscaping and other improvements we made ourselves. This house, which we transformed into a home, was our pride and joy as we

shared it with family, friends and colleagues. Our home at 12345 - 66A Avenue adapts itself to entertaining and for that it has been used generously. Association with family and friends is a priceless reward!

Peter had married Arlene Forwick earlier in the year. She was a quiet, gentle person. Unfortunately tragedy struck in December when, following the birth of Thomas Peter Dean Coutts, Arlene died leaving behind Peter and their week-old son Tom. Peter, who by that time was well into an apprenticeship in motor mechanics with Edmonton Motors, returned home and he and Tom lived with us until Peter's remarriage six years later. Clara shouldered the responsibility of being "mother" to Tom who gave us no trouble and who demanded a minimum of care. It is little wonder that Tom looked to Clara as a mother and that he became such an integral part of our family that I still continue to be concerned about and interested in his welfare and progress. I need not tell my readers that Christmas 1961 was a sad affair for the Coutts family, brightened only by the presence of young Tom among us.

Earlier in 1961 Mr. William Howson, chief cartaker of the Education Building (Corbett Hall) retired. The fact that the staff of the Faculty of Education had a retirement party for him and his wife and made a presentation to him shows the closeness that existed between the academic and support staff at that time. The caretaking staff in the former Education Building were employees of the Alberta Department of Public Works. Besides keeping the building clean, the floors polished and the grounds attractive, the caretaking staff were accommodating in many other ways. What a contrast from the impersonal caretaking situation as practised within the university!

In 1962 a start was made on the construction of the new facilities in what came to be known as Education I or the Education Building, now Education Centre South.

The Learned Societies were held that year at the University of British Columbia and as usual I attended. Clara, George, Jane, Tom (not yet a year old) and I took advantage of the meetings to visit our friends Alex and Ivy Gray in Victoria. We drove home by way of Seattle where we attended the World's Fair of that year with its characteristic needle, monorail and science centre. There I was first introduced to a selectric typewriter. It was so hot while we were driving home that we stopped to cool Tom by dipping him in the Columbia River.

Except for the opening of Education I and our overnight move into it, 1963 and 1964 seem to have been relatively unevenful, though I am sure that we had plenty of family activities. About 1964 George, after working at heavy construction for several months, decided to attend Pacific University in Forest Grove, Oregon, a move that proved to be wise since it provided the basis for his career in business. Clara continued teaching pianoforte lessons and participating in the affairs of the Women's Music Club of Edmonton (later the Edmonton Music Club and still later disbanded), the Faculty Women's Club and of a number of its interest groups which, during the year of her presidency, were activated.

In the summer of 1965 Clara, Tom and I drove to Ontario by an all-Canadian route north of Lake Superior and Lake Huron. In Toronto we settled into rented accommodation in Etobicoke from which base I taught two parallel classes for the Ontario College of Education. The students in these large classes were in the main mature and experienced teachers. It is an understatement to say that this assignment was challenging and stimulating for me, directed as it was to a study of the European backgrounds of Canadian education. I remember following a topical approach and of providing access to my personal library on the history of education. Not having been active in teaching since becoming dean, I had to work extremely hard for long hours each day in order to keep ahead of the students. Since it was the practice of the Ontario College of Education to have students continue their work on each course over the following winter, write a substantial essay on a relevant topic and in the spring an examination, I spent many hours reading, evaluating and "earning" the honorarium I had received.

Clara, Tom and I filled the non-professional hours of that summer with a variety of activities. We visited Niagara Falls, attended the Shaw Festival at Niagara-on-the-Lake (leaving Tom with my cousin Marion in Grimsby) and the Stratford Festival in London (leaving Tom in a private child-care centre provided for patrons of the theatre). We spent a week-end, as mentioned earlier, with Roy and Shirley Hicks at their lake cottage; a week-end with Harry and Pansy Pullen at their cottage on Bobs Lake between Peterborough and Ottawa; and a week-end during which we played golf with my late cousin Lewis Hartwell and his wife Alma. We also took a drive to Georgetown where I had grown up as a boy.

Leaving Toronto we drove to East Palestine, Ohio, to visit Clara's brother Alex and his family, calling

en route at Conneaut Park with its fairy-tale replicas (for Tom's amusement). North again, we drove to Port McNichol on Georgian Bay. There we boarded the Canadian Pacific passenger ship *Assiniboia* on one of its last trips through Lake Huron and Lake Superior to Thunder Bay. It was a memory trip for Clara who had made it several times as a child and teenager. For Tom and me it was a new experience. Unfortunately Tom was ill for most of the lake voyage and for the drive home across the prairies.

Once we were home we began our usual round of professional and family activities --- enjoying both to the full.

Service and Loyalty

I owe a great debt to the support staff in the dean's and the general office. Between 1955 and 1963, Marguerite Kercher, Glenda Scott and Margaret Cameron served successively as my secretaries in the "old" Education Building. Margaret Cameron continued her service in Education I, first as my secretary, later as administrative officer. When Margaret assumed the responsibilities of the latter position, Dorothy Beckwith, previously on the secretarial staff of the Department of Secondary Education, became my receptionist and secretary. Later Ken Machon was added to work with the Associate Dean (Planning and Development) as an Administrative Officer.

As enrolments in the Faculty grew, the staff in the general office was increased to meet the expanded work load. As Associate Dean (Student Programs and Records), Wilfred Pilkington assumed responsibility for this phase of the Faculty's operation. In this he was ably assisted by his secretary, Evelyn Chanyi, and by an office staff under the leadership of Diane Chalmers.

To these, and all who served with them, I express here my appreciation for valuable contributions and loyalty. I was honored, on my retirement, when members and former members of our secretarial staff presented me with a selectric typewriter --- a gift that has been most useful in the years since 1972 when I have had to do my own typing.

CHAPTER XI

ON BEING A DEAN: PHASE II
1962-1972

The years from 1962 to 1972 were the busiest, fullest and in many ways the most rewarding of the professional part of my journey. As I reread the annual reports of the Faculty of Education to the Board of Governors of the University of Alberta for the years 1962-63 through 1971-72, I became convinced that they provide a wealth of detail about the Faculty that it would be inappropriate for me to repeat here. I have decided instead to make selective comments on some of the highlights of these years. Someday a full history of the study of education and the development of programs of teacher education in the University of Alberta may be written. I for one would like to see this done.

With the appointment in 1962 of Harold S. Baker as the first Dean of the Faculty of Education in Calgary, my direct responsibilities for that Faculty had ceased. The annual report of the Faculty of Education at the University of Alberta (Edmonton) for 1962-63 stated that it maintained active records in that year for 2,136 resident undergraduates, 1,101 evening credit program students, 2,121 summer session students and 74 full-time graduate students (registered in the Faculty of Graduate Studies). The 1971-72 annual report stated that active records were maintained for 4,108 resident undergraduates (down from 4,303 in 1970-71), 1,812 evening credit program students (down from 1,945 in 1970-71), 3,042 summer session students (down from 3,213 in 1970-71), 31 graduate diploma students (down from 62 in 1970-71), and 335 full-time graduate students (down from 354 in 1970-71). The full-time graduate students were, of course, registered in the Faculty of Graduate Studies.

For the sake of consistency, I might well have included in this chapter the names of the dozens of distinguished visitors to our campus between 1963 and 1972. Since their names are recorded in the annual reports of the Faculty of Education to the Board of Governors, I have decided not to repeat them here. It is sufficient to mention that many contributed through lectures and seminars to the enrichment of the staff and students of all six Departments of the Faculty. Their presence was some indication of our growing maturity and importance.

Expansion of Facilities

By 1964-65 it could be forecast that space and facilities would soon be a problem again both for the Faculty of Education and the University as a whole. In the next year the Faculty of Education set up an Academic and Space Planning Committee: W. H. Worth (Chairman), Fred Enns and W. D. Dockrell. In 1966 this Committee reported to the University's Academic Planning Committee the anticipated growth of the Faculty. Eventually, too, the proposed space needs of the Faculty were sent forward to the Campus Planning Committee. Based on recommendations in a report of Toronto-based consultants (Jack Diamond and Barton Meyers) and consistent with Academic Plan No. 8, planning for Education II Phase 1 was begun. In the meantime, in 1967-68, the Faculty had secured the use of part of a Butler Hut on campus for its industrial arts labs, space in the new General Services Building for its Department of Educational Administration, had provided limited space for the Centre for the Study of Mental Retardation, had developed a close relationship through its Department of Industrial and Vocational



EDUCATION CENTRE SOUTH
THE UNIVERSITY OF ALBERTA

Education with the Western Industrial Research and Training Centre and had agreed to set up an experimental kindergarten, largely to meet the needs of residents of Michener Park.

The WIRTC was a brain-child of Henry Ziel who believed that the mentally retarded were capable of being taught vocational skills that could make them partly or wholly employable. For a number of years Duane Tichener served as Director of the WIRTC on a part-time released basis from his teaching responsibilities in the Department of Industrial and Vocational Education. At various times Dr. W. H. Johns, Dr. Myer Horowitz, Dr. Lillian Whyte, Dr. Pat Austen and I served on the Board of Governors of the Centre. The other members of the Board were from industry, labor and the Association for the Mentally Retarded. There was a close relationship between the Winnifred Stewart School and the Centre. In fact most of those enrolled at the Centre were graduates of the Winnifred Stewart School operation.

In 1968-69 some staff of the Department of Educational Psychology were located in housing that was located immediately south and east of Education I. This housing, long since torn down, had been used following World War II for rent to newly appointed staff. Also in 1968-69 the experimental kindergarten was located in ring house number three just opposite the entrance to the Faculty Club. Still later in 1970-71 offices for the Department of Industrial and Vocational Education and for the Summer Session and Evening Credit Programs (now Special Sessions) were secured in Campus Towers.

A broadly representative Faculty Building Committee chaired by Bernal Walker planned Education II Phase 1 (now Education Centre North). Slightly altered to meet budget constraints, this highly efficient, flexible and functional building was approved, tendered

and eventually constructed. As I approached retirement in 1972 I watched daily the progress being made by the contractors. While I was not to be on staff when the building was completed and occupied, I had the pleasure of speaking at the official opening. Education Centre North now houses the Departments of Educational Administration, Foundations and Psychology, the Education Clinic, the Division of Educational Research Services, the Audio-Visual Media Centre, the offices of Special Sessions, classrooms of various sizes and lunch areas for staff and students.

Whether Phase 2 of Education II, for which siting was provided north of Education II Phase 1, will ever become a reality and whether all campus buildings will ever be connected by walkways at the fifteen foot level as the consultants had envisioned is questionable unless there is a marked change from declining to increasing enrolments in the Faculty of Education and the University as a whole and unless there is a change in the long-range planning of Government for post-secondary education in Alberta.

Teacher Education Curricula

The Faculty of Education has in general been sensitive to the educational aspirations and needs of our changing society. When the University of Calgary became autonomous, a Joint Committee to Coordinate Curricula of the two Faculties of Education (Edmonton and Calgary) was set up, only to be disbanded two years later to give greater freedom to both institutions.

The curricula of the Faculty of Education at the University of Alberta were under constant review with major developments taking place in 1962-63 and again in

1970-71. In 1962-63 both the B.Ed. (Elementary) and B.Ed. (Secondary) were revised. Teaching majors became an essential component of both programs. The majors, though not identical, were equivalent and were designed to provide for the career goals of the candidates selecting them. The previous minor on the secondary route was dropped, but provision was made for the patterning of options: arts, science and education. This patterning permitted candidates to complete initial course work in counselling, school library services, special education and early childhood education (services).

It was in the same year (1962-63), as we mentioned in an earlier chapter, that a revised program leading to the B.Ed. in Industrial Arts was offered and that the B.Ed. in Vocational Education was introduced.

At the graduate level a four-course Graduate Diploma was approved to be administered by the Faculty of Education. The M.Ed. program of four courses plus a minor thesis and with the requirement of residence during one winter session has since been modified with respect to residence and thesis components with variations among the requirements of different departments.

In 1964-65 an Intercultural Program was worked into the B.Ed. program.

In 1967-68 the Minister of Education approved three years of basic preparation for first certification of those admitted in September 1968 or later, though some exceptions were made in one or two teaching areas; for example, in vocational education. In 1967-68, too, a committee was set up to recommend significant revisions of the B.Ed. degree programs. The revisions that became effective in September 1970 provided a basic framework which permitted greater

flexibility in planning individual alternative programs. Greater attention was given in such areas as early childhood services, computer assisted instruction and learning disabilities. While there were initial talks concerning extended periods of supervised teaching practice and internships of various kinds, these were not implemented during the period covered in this chapter.

Two other developments of 1969-70 were the introduction by the Department of Elementary Education of *Elements*, a publication designed to assist elementary school teachers, and the approval by the W. K. Kellogg Foundation of a substantial grant to permit the Department of Educational Administration to establish a training program for administrators of community colleges.

Some Special Programs

In addition to its regular offerings the Faculty of Education assumed responsibility for planning and offering several special programs.

My friend and colleague, Bob Byron, had by 1964 joined the staff of the External Aid Office, hereafter referred to by its changed designation as the Canadian International Development Agency (CIDA). Bob had previously spent two periods as a vocational education consultant in Ceylon (Sri Lanka) and Greece. Sometime in 1964 Bob telephoned to ask whether our Faculty of Education would be prepared to offer a special one-year program to three vice-principals from Rhodesia (now Zimbabwe). Bob mentioned that there were twelve such candidates, but that he had been able to locate three at each of three other Canadian institutions. I told

Bob that it might have been better, since a special program would have to be developed, to have had all twelve. But it was too late for that. At any rate we admitted the three candidates as requested. Because of difficulties between them and their home government, CIDA permitted them to remain for several years. Having completed the special program we had provided, they transferred to our regular offerings and at least two of them ultimately qualified for the B.Ed. degree.

A short time later Bob telephoned again. This time he wanted to place fifteen infant teachers from Uganda on a special one-year program. We accepted them and developed a program which we believed would be helpful when they returned home. Their basic academic and professional education was such that, except for one or two, they could not function in our regular course offerings. We were fortunate to secure the services of Jean E. Robertson who had had experience in a teacher training program in Ethiopia and who knew something of the kind of teacher preparation the Ugandan infant teachers had experienced. Jean provided the leadership for a specially-designed program of classroom instruction by members of the Faculty of Education staff and for a series of supervised observations in elementary classrooms in Edmonton. In the following year, 1965-66, an additional group of thirty (soon reduced to twenty-nine since one returned home) was sent to us by CIDA. For them, too, the Faculty provided the same tailor-made program. A special diploma was issued to each candidate, the diploma indicating completion of the courses described on its obverse side. This diploma was issued by the Faculty of Education and was signed jointly by the University Registrar Alex Cairns and me. The diploma did not guarantee any credit toward a degree or certification. Reports on this special program are extant and may be examined in the University Archives. Later in this

chapter I shall have occasion to mention a follow-up on this program which was terminated at the end of the 1965-66 University year. Jean Robertson remained on staff, qualified for the Ph.D. degree with specialization in reading and with a dissertation given recognition by the International Reading Association. She continues to be a leader in the area of her reading specialization.

The Faculty of Education was approached through the Dean and the Department of Educational Administration in 1966 by a representative of CIDA to consider becoming involved in a project in Thailand "to help improve the cultural and economic development of Thailand through education". A proposal had been developed by a team of young Thais in the Ministry of Education there and had been presented through UNESCO to CIDA for possible funding. Art Reeves (Chairman of the Department of Educational Administration), R. H. "Dick" Cunningham (Director of Vocational Education in the Alberta Department of Education) and I were sent to Thailand to conduct a feasibility study. After making a number of revisions in the original proposal, we recommended that CIDA fund the three parts of the project: (1) to provide one million dollars for the purchase of vocational and business education equipment (80% Canadian manufactured) on a long-term, low-interest loan; (2) to send a team of advisers to work with the staff of the Thai Ministry of Education over a three-year period; and (3) to provide a one-year orientation program related to comprehensive (composite) schools for teams of degree-holding Thai teachers and supervisors selected to serve a Comprehensive School Project embracing twenty secondary schools scattered throughout Thailand. We further recommended that CIDA complete an agreement to have the University of Alberta's Faculty of Education carry

through the second and third components of the project. A copy of the feasibility study mentioned above may be examined in the University Archives.

As a result of the acceptance by CIDA of the recommendations in the feasibility study, in the summer of 1966 some thirty to forty Thai teachers and supervisors arrived in Edmonton for a special program that had been developed through the Department of Educational Administration with L. R. "Les" Gue as Training Director. The participants from Thailand had been chosen in such a way that the principal (or vice-principal), head of the academic program, head of the vocational program and head of the guidance and counselling services in selected project schools came as a team that was expected to serve on its return to Thailand in the schools from which they had come or for which they had been selected. Similarly the supervisors on the program were representative of the four areas of administrative, academic, vocational and guidance/counselling responsibilities.

An immediate problem was to strengthen the English language skills of the participants. To assist with this Dr. Gue set up a pre-session crash program through which several Edmonton teachers worked with small groups, not only to expand the use and understanding of English, but also to provide familiarization with our province and our culture. During the university year the participants carried a major course designed to develop an understanding of the comprehensive school idea with its diversity of program patterns. In addition the candidates were enrolled in courses in departments other than Educational Administration in order that they might fortify their areas of undergraduate specialization. To complement the course work the participants spent considerable time observing in Alberta composite high schools in Edmonton, Calgary, Lethbridge and Medicine Hat, as well as in a number of

our larger towns. At the end of the one-year program, successful candidates received the Faculty of Education Graduate Diploma in Educational Administration.

Additional groups of similar composition attended the University of Alberta in 1967-68, 1968-69, 1969-70 and 1970-71. In total approximately 180 Thai teachers completed this special program. Many of them returned subsequently to qualify for the M.Ed. degree; and a fewer number for the Ph.D. degree.

In a later part of this account I shall be writing more about this project as part of my involvement on the international scene. It is enough to say here that the program was well-received by the participants and by the authorities in the Thai Ministry of Education, that its results have been thoroughly evaluated by Les Gue and others (here and in Thailand) who assisted him and that the program was a springboard for several extensions under World Bank sponsorship and funding. In these extensions Les Gue continued (and continues) to be actively involved. They are an important part of his journey.

One further program was developed for groups of teachers from Tanzania. Since English was the language of communication for these teachers, they were able to profit immediately from regular classroom instruction. In most instances it was possible to grant advanced standing for previous academic and professional studies completed in Tanzania and for some in Educational Institutes in Britain. This CIDA-supported project was under the direction of Dr. Myer Horowitz, then Chairman of our Department of Elementary Education. He and Professor Wilfred Pilkington visited Tanzania during the 1970-71 university year to become familiar with the educational scene there. Dr. Horowitz, accompanied by

his family, made a second visit both to deepen and broaden his understanding and to evaluate the effectiveness of the Alberta-based project through observation of returnees from the University of Alberta.

The three special programs so briefly mentioned above demonstrate the willingness of the University of Alberta and its Faculty of Education to adapt programs to meet the needs of teachers from emerging countries overseas.

Some Thoughts on Staffing

The annual reports of the Faculty of Education (1955-56 through 1971-72) include complete data concerning staffing: appointments, resignations, leaves of absence and promotions. Between 1962-63 and 1971-72 there was much more staff movement than there has been since. During that period enrolments were increasing and functions were being expanded. Here I shall mention only changes related to appointments to administrative and leadership positions. In 1962-64 Dr. Lorne Downey served as Head (Chairman) of our Department of Secondary Education before moving the next year to the University of British Columbia. He was succeeded here by Dr. Gerald Berry, who remained as head of the Department of Secondary Education until his retirement. With the setting up of the Audio-Visual Media centre in 1963-64 Dr. Duane Dralle was appointed its Coordinator, a position he held until he resigned to accept a similar position in the United States. Duane was replaced by Dr. Ken Bowers in 1969-70. In 1964-65 a Laboratory Program Board was established to attempt to improve relationships between the Faculty of Education and the two Edmonton School Systems on matters related to observation, student teaching, research and other uses of schools and pupils by the Faculty and

reciprocally of the resources of the Faculty of Education by teachers and other school personnel.

In 1966 Dr. B. R. "Barney" Corman from Michigan was appointed Head (Chairman) of the Department of Educational Psychology, replacing G. M. "Pat" Dunlop whose death during the summer of that year prevented his experiencing the retirement his long years of service to Alberta education merited. In the same year Dr. Arthur Kratzman became Head (Chairman) of the Department of Elementary Education when Wally Worth was appointed Associate Dean of the Faculty of Education. At the end of the 1966-67 university year Dr. Kratzman resigned to join the staff of the University of Victoria. During 1967-68 Dr. L. Doyal Nelson served as Acting Chairman of the Department of Elementary Education while Dr. Myer Horowitz, who had been named to this position but who had an unfulfilled commitment to McGill University, was able to take up the position in 1969. In 1967-68, while Art Reeves was on sabbatical leave, Dr. Fred Enns served as Acting Chairman of the Department of Educational Administration. Dr. Gordon Mowat was appointed Chairman of that Department following the sudden, unexpected and unfortunate death of Art Reeves while on leave in California. During 1968-69 Dr. Duane Tichenor served as Acting Chairman of the Department of Industrial and Vocational Education while Henry Ziel was on sabbatical leave. In 1970, following certain stresses within that Department, Dr. James Gallagher replaced Henry Ziel as Chairman. In 1971-72 Dr. R. S. Patterson replaced Bernal Walker as Chairman of the Department of Educational Foundations, Bernal returning to full-time teaching after ten years as Department Head (Chairman).

In 1967-68 the Faculty of Education set up more broadly-based tenure and promotions committees and in 1968-69 a staff-student relations committee. In 1970-71, when the administration of staff travel was

decentralized, a Faculty committee was set up to deal with this difficult assignment.

During these final years of my deanship my responsibilities were shared by associate and assistant deans. Wilfred Pilkington served as Associate Dean (Student Programs and Records) from 1966 to 1972. Wally Worth served as Associate Dean (Planning and Development) during 1966-67, Wal Neal during 1967-69 and Fred Enns during 1969 to 1972 (and beyond). Drs. Worth and Neal followed one another from Associate Deanships in the Faculty of Education to the Vice-presidency of Planning and Development for the University as a whole. Working under Professor Pilkington the following, two at a time, gave assistance to students in program planning: Drs. Gordon McIntosh, Henry Hodysh, John Bergen and Robert Ware. The assistance given by these capable and dedicated administrators left me greatly in their debt, especially since, as will become apparent later, my own responsibilities had multiplied.

On the recommendation of an appointment committee the Board of Governors of the University of Alberta named Myer Horowitz as my successor as Dean with duties to commence July 1, 1972. At that same time Dr. D. A. MacKay became Chairman of the Department of Elementary Education and Dr. W. H. O. Schmidt Chairman of the Department of Educational Psychology.

The supporting service divisions were headed during this period by a number of able Coordinators: Field Services in turn by S. A. Earl with assistance from Will Toombs, Lorne D. Sewart and John W. Chalmers; the Curriculum Laboratory (since renamed) in turn by J. H. Young and Lawrence Wiedrick; the Clinical Services in turn by Brian Dockrell, John Paterson and Harvey Zingle; the Audio-Visual Media Centre in turn by Duane Dralle and Kenneth Bowers; and the Educational

Research Services by Steve Hunka.

Intra-Faculty Activities

I need not repeat here the many functions I performed within the Faculty of Education --- I already did so in some detail in Chapter IX. I continued to chair meetings of the Faculty of Education Council, its Executive Committee and the Dean's Advisory Committee. I continued, too, to serve on numerous Faculty committees, in particular those related to tenure, promotions and appointments. I considered these critical to the strength and functioning of the Faculty. While others may not have found such responsibilities demanding and sometimes stressful, I did. I learned, I hope, how to involve staff and students in the decision-making process, increasingly during the 1960's. My motivation during this period of my career was threefold: to help develop a strong and well-recognized Faculty of Education, to aid in having teaching recognized as an important profession and to make it easier for staff and students to achieve at least some of their personal and professional goals and to be productive. I tried, too, to take an interest in Faculty- and Department-sponsored conferences and workshops and through my speaking and writing to maintain and extend communication between the Faculty and those it serves. As an example of my participation in department activities, I served on a team of reactors during the Department of Industrial and Vocational Education's invitational conference (1964) on Education and Productive Society.

University-Wide Activities

Much of my time was devoted to the affairs of the University as a whole. I served as a member of the Deans' Council from 1955 to 1972 and for two years was its representative on the University Senate. During those two years we prepared through the facilities of the Faculty of Education a video tape on the pros and cons of various approaches to divided year types of organization: quarter, semester and trimester systems. John Bergen took responsibility for this enterprise which entailed carrying through numerous interviews and arranging with the Audio-visual Media Centre to have the taping completed. I was a statutory member of General Faculty Council (later General Faculties Council) and for a time an elected member of its Executive Committee. During the final three years of my university appointment I represented the General Faculties Council on the Board of Governors, serving that Board on its Building Committee and on a number of its ad hoc committees. I continued at various times to serve on university-wide committees and was for several years chairman of the Student Counselling Services and the Summer Session and Evening Credit Program Committees.

On behalf of the University Senate I had the honor of preparing citations and of presenting to the Chancellor and to Convocation three candidates for honorary Ll.D. degrees: James Laurie of Calgary for his work with and on behalf of Alberta Indians (1956), Milton E. LaZerte for his contributions to education and especially teacher education (1963) and Barbara Ward (Lady Jackson) for an interest in human welfare that had won for her well-merited world-wide acclaim (1967).

I continue to believe that the University of Alberta is one of Canada's great institutions of higher learning. I was happy to have been a member of its staff from 1946 to 1972 and to have been selected in

the year of my retirement to give one of its convocation addresses. This University was especially good to me while I was on its staff --- and since.

Provincial Activities

While what I turn to next relates to my professional activities beyond the University but within the Province, some items will refer to a period earlier than that covered between the dates appearing under the title of this chapter, some to a later period --- there seems to be no other way. What I propose to do now is to tell briefly something of my involvement with the Alberta Department of Education, the Education Society of Edmonton, the Alberta Teachers' Association and the Alberta School Trustees' Association.

I continued from 1955 to 1972 to serve actively on the Board of Teacher Education and Certification and on its Executive Committee. The composition of this Board was broadened from time to time to include equal representation of the ASTA with that of the ATA and, when they became autonomous, representation from the Universities of Calgary and Lethbridge. Two of the main concerns of the Board of Teacher Education and Certification during the period of my membership on it were questions related to teacher supply and the moving toward the requirement of four years of preparation, including a university degree, for initial certification. From studies made by Dr. Douglas Ayers, at the time on the staff of the Faculty of Education, it became apparent that in Canada we were fast moving toward there being an adequate supply of teachers, at least in most teaching specialties. In aid of the persistent struggle for four years of teacher preparation (including a degree) for initial certification, Tim Byrne (Department of Education), Tom Rieger (Alberta Teachers' Association) and I prepared a

series of up-dated briefs for the Board of Teacher Education and Certification. While three years became the requirement for certification of those enrolling first in 1968, the four-year requirement, as I mentioned earlier, was not approved until some years after my retirement.

I had joined the Education Society of Edmonton in 1946. This society had been formed in 1927 by a small group of high-powered educators from the University, the Department of Education and the Edmonton School Systems. The membership was (and still is) restricted. While the Society's meetings permitted and encouraged members to speak and debate freely in camera concerning significant educational issues of the day and while the Society was not in itself a pressure group, many of its individual members were in status positions that enabled them to affect decision-making. With increased numbers and changed times the Society is now more of an information-sharing organization. Its restricted membership, which was early extended to women, is drawn from the University of Alberta, the two Edmonton School Systems and others interested in education (drawn in the main from the Department of Education and such organizations as the ATA and ASTA). The meetings of the Society have been held successively at the Hotel Macdonald, the Cathayan Restaurant, the Education Cafeteria (in pre-Corbett Hall days) and, for many recent years, at the Mayfair Golf and Country Club (courtesy of the sponsorship of A. B. "Archie" Evenson). The six dinner meetings, October through March, commence at 5:30 p.m. The dinner is followed by a business meeting and a program with an educational emphasis. It is a strict rule of the society that adjournment must take place at 8:00 p.m. The seventh meeting in April has, for a number of years, been a joint affair with the Progress Club of Calgary. Held in

Red Deer this joint meeting includes guests from the Red Deer area. In addition to providing stimulating meetings (usually), the Society has a record of good works: the thousand dollars it voted to Dr. W. Dewar McDougall to write a history of the Society and used by him, as mentioned earlier, to provide two identical plaques honoring the contributions of Alberta Normal Schools to teacher education; an annual scholarship to be presented to a promising B.Ed. degree student; and fifteen hundred dollars provided to have John W. Chalmers write a biography of Milton E. LaZerte --- a biography later published by the Alberta Teachers' Association under the title *And Gladly Would He Teach*. I have had the honor of serving the Society as its president (1955-56), as a member of the committee set up to arrange for the writing and editing of the LaZerte biography and as a speaker or panelist on several occasions. I attended the Fiftieth Anniversary dinner and program of the Society in 1977. When the Society recently created a senior active category, I opted to continue my membership in retirement under that provision.

I first joined the Alberta Teachers' Alliance as a student member when I was attending the Calgary Normal School in 1924-25. I cannot claim to have maintained uninterrupted membership since, but for most years, and certainly following my return from the University of Toronto, I was a member. During the years that I was on the staff of the Claresholm School District we held several joint meetings with our teacher colleagues in the nearby communities of Granum and Fort Macleod. I maintained my membership until 1943 when, as Superintendent of the Wainwright School Division, such membership was not permitted. I remember, however, cooperating with the Association in planning teachers' conventions and in participating in them. One of the

unanticipated benefits of my ATA membership was being able to establish myself on its pension scheme which was begun in 1939. When I joined the staff of the Faculty of Education in 1946, I became an Associate Member of the ATA and remained so until my retirement, at which time I was made an Honorary Life Member, a recognition I prize.

My association with the ATA during my years at the University of Alberta, and particularly when I was Dean of its Faculty of Education, was close and professionally rewarding. Besides attending the Association's Annual General Meetings as an observer and guest and several conventions, I participated in the curriculum development section of more than one of its August workshops in Banff, helped in the editing of its brief to the Alberta Royal Commission on Education (Cameron Commission), gave innumerable talks to groups of teachers and wrote a number of articles for the *ATA Magazine*. On the Board of Teacher Education and Certification there was at first a close fraternity between ATA and University members. I seemed to detect a change in this respect in later years. But on most policy matters ATA and Faculty of Education members of the Board were in close agreement and the level of cooperation was high. This was true also of yearly meetings between the Table Officers of the Association and the members of the Dean's Advisory Committee of the Faculty. It was also apparent at meetings of such bodies as the Alberta Advisory Committee on Educational Research (Studies).

During the decade 1958-68, when Dr. S. C. T. Clarke was Executive Secretary of the ATA, there was a noticeable emphasis by the Association toward the professional development of teachers, improved public relations and increased communication both within the Association and between it and the Faculties of Education, the Department of Education, the Alberta

School Trustees' Association (on certain matters of mutual interest), teachers in the field and the public. In a very personal way I developed close ties with my colleagues in the ATA, ties that have been continued. I believed that staff in the Faculties of Education should identify with the profession for which they were preparing candidates by themselves being certificated teachers and as such by joining the ATA as Associate Members. I was disappointed when many of them did not do so.

Naturally, my relationships with the Alberta School Trustees' Association were less close than those with the ATA. My first real contact with the ASTA was through Henry E. Spencer, its president for a number of years and Chairman of the Board of the Wainwright School Division when I was superintendent there. Should one wish to follow the history of this organization, a good source to read is Tom Weidenhamer's *A History of the Alberta School Trustees' Association*. I confine myself here to a few highlights of my own relationships with the Association and with a number of its leaders, including the two Executive Secretaries with whom I worked most closely: A.G. Andrews and Tom Weidenhamer. Lest I should omit some of the many friends I made among executive members of the ASTA, I prefer not to list them here, but rather to remember with pleasure the situations in which we were mutually involved: those related to the Board of Teacher Education and Certification, the Principals' Leadership Course, various teacher recruitment efforts and the evaluation of years of teacher education for salary purposes. I found those trustee members with whom I was most closely associated to be supportive of the Faculty of Education, to be desirous of working closely with it and to feel free to call on its human resources where these could be helpful. Several members of our staff,

including myself, attended the ASTA Annual Conventions and gave talks on pertinent topics both there and at regional or zone meetings. Many of us, too, wrote articles for the *ASTA Magazine*. The Alberta School Trustees' Association and the Alberta Teachers' Association, though in different ways, were able to hold their organizations together when possibilities of fragmentation arose.

Taking a cue from the ATA the ASTA appointed well-qualified persons to give educational leadership. During my years as Dean these were successively Art Kratzman, Werner Schmidt, Lowell Williams and Stan Maertz. As noted earlier in this account the ASTA gained equal representation with the ATA on the Board of Teacher Education and Certification. Though initially divided on the issue the ASTA came to accept the move toward the inclusion of the administration of education within the county structure. In my opinion the ASTA matured markedly during the period when I was on the staff of the Faculty of Education. Much of this was because of the quality of its elected officers and its administrative staff.

Although I had early taken an interest in the Alberta Federation of Home and School Associations in its most active years under such leaders as Wilma Hansen, Mattie McCullough and Betty Garbutt, I left to others on the Faculty the task of developing a close liaison with the AHSA. In particular Professor Eric Hodgson devoted much time and effort to the Federation, serving as its president for two years --- maybe one too many for his personal welfare. In later years I seemed to detect a weakening of the Federation as a power group in the educational establishment.

Interprovincial Activities

Early in the 1950's, the teacher preparation institutions in the western Canadian provinces held yearly meetings of the Western Canadian Regional Conference on Student Teaching. These meetings, which brought together administrators and staff of Teachers' Colleges and University Faculties as well as representatives from provincial Departments of Education were designed as a means of sharing ideas and discussing problems of mutual interest. Elaborate records of the meetings were prepared, the model being set by the first secretary, Andy Doucette. For two reasons this organization was liquidated. In the first place, there were marked differences between the problems faced by university-based faculties of education on the one hand and teachers' colleges on the other. In the second place, the formation of the Canadian Association of Professors of Education (now the Canadian Association of Teacher Education) seemed a more promising vehicle by which to meet the specific interests and needs of the Faculties of Education. Much later those interested in the practice dimension of teacher preparation programs, once all teacher education was centred in university faculties of education, formed a new interprovincial Western Canadian Association on Student Teaching (WESTCAST). Although I was not directly involved, several members of the staff of our Faculty of Education, in particular Lorne Stewart, were. My personal preference was in favor of support for the Canadian Society for the Study of Education and its interest sub-groupings.

On a quite informal basis the deans of education in the four western provinces held invitational meetings from time to time to share experiences and tackle mutual problems. I found such meetings to be both helpful and productive.

Extra-Provincial Activities

Besides speaking to educational groups in provinces other than Alberta, I accepted two assignments: one in New Brunswick, the other in Newfoundland.

At the invitation of President Lawrence Cragg of Mount Allison University, I spent from February 22 through 27, 1964, studying its Department of Education and recommending concerning its future. This small Department provided a year of teacher preparation to holders of approved undergraduate degrees. Sometime during the next year I participated in a symposium at the request of Mount Allison's Extension Department, giving a paper on teacher education and sharing in follow-up discussions.

Between October 28 and November 13, 1965, at the request of Dr. Phil Warren who headed the Newfoundland Royal Commission on Education I studied teacher education provisions in that province and, in a report entitled *Teacher Supply and Teacher Education in Newfoundland* (May 14, 1966), made some fifty-eight recommendations for future developments in teacher preparation in Newfoundland. I was greatly indebted to a number of colleagues for help and understanding during my investigation: P. J. Hanley, Deputy Minister of Education and a Canadian Education Association colleague; Dean G. A. Hickman of the Faculty of Education at Memorial University of Newfoundland; Brother F. F. Brennan, President of the Newfoundland Teachers' Association; and members of their staffs. Dr. Warren provided much assistance and made possible my travelling with the Commission members to the Burin Peninsula (Fortune and Grand Bank) in order that I might get a better "feel" for the way in which the school system of Newfoundland, with its five

religious-oriented sub-systems, operated in the field. Especially helpful was Mr. Fred Kirby, Secretary of the Royal Commission, who willingly provided much of the information on which my report was based.

At a later date, a graduate student in educational administration at the University of Alberta prepared a thesis in which he surveyed what had happened with respect to each of the recommendations I had made. It was encouraging to me that so many of them had been implemented. I expect, however, that in more recent developments in Newfoundland teacher education has moved far beyond what was envisioned in my report. A copy of the report is available, for any historical value it may have, in the Archives of the University of Alberta.

National Activities

While I find it difficult to separate my national from my international activities in education, I propose to do so arbitrarily, though the latter are, in general, related to and grow from the former. Nor do I intend to mention those national and international contacts to which I referred in an earlier chapter.

My major involvement on the national level during the 1962-72 period was with the Canadian Education Association which I had joined in 1951 and on whose Board of Directors I served from 1957 to 1967. I was Vice-president of the Association in 1964-65 and President in 1965-66. In September 1966 I presided at the CEA Annual Conference in Vancouver, gave the president's address and was witness to the first steps leading to the creation of the Council of Ministers of Education. (It was while attending this Conference that I first learned of the existence of the power group,

the so-called "Pussycats", who were behind many changes in education, chiefly in Ontario). In a country which, for constitutional reasons, has no federal office nor ministry of education, the Canadian Education Association had for years, since its earliest existence toward the end of the nineteenth century, served as a forum for communication on educational matters between and among provinces --- provinces which guard jealously their control of public education. Over the years, in aid of this purpose, the CEA provided communication through a variety of publications, especially through its official magazine, now *Education Canada*; its newsletter; and a number of ad hoc reports. The CEA was an early supporter of research in education and, following the disbanding of the Canadian Council for Research in Education in 1972, assumed responsibility for maintaining the *Education Index*. In the 1950's the CEA promoted and financed several major studies related to health, the teaching profession, business education and the like. One of its most significant activities was the setting up of short courses in educational leadership beginning in 1953 and continuing every year since. Initially supported by grants from the W. K. Kellogg Foundation, the short courses have for a long time now been financed by provincial departments of education and school systems. The great merit of the short courses has been the bringing together from across Canada of superintendents and other educational leaders with the result that there is much more communication and understanding among Canadian educators than had previously been the case. From 1953 to 1958 the courses were held at the University of Alberta with Dr. George Flower as Director. After being centred at the University of Toronto during the next two years, the venue was moved to Banff (the Banff Centre) where courses are still held for ten days to two weeks in May of each year. Several of the earlier directors --- Art Reeves, Ernest Hodgson, Harry Sparby and Archie Evenson --- worked from a base in the

Department of Educational Administration at the University of Alberta. More recently Tom Williams (now at Queen's University) and Lorne Downey (now at the University of British Columbia) have fulfilled this role.

The relationship between the Canadian Education Association and the Canadian Council for Research in Education was close, with several members of the former taking leadership roles in the latter. Both derived the main part of their funding from the same sources: provincial departments of education. With the dissolution of the CCRE in 1972 the CEA assumed some of its functions.

On my retirement the Canadian Education Association made me an honorary life member. When I am able to attend the annual conferences I enjoy meeting at luncheon other honorary life members --- all of us guests of the CEA. This provides an excellent opportunity to fraternize with friends and colleagues. My long association with them and with the CEA has been pleasant and enriching. Several of my international assignments resulted from my Canadian Education Association connection.

In recognition of the close relationship between the CEA and the Faculty of Education and especially because of his continuing interest and support of our activities, the University of Alberta conferred on Freeman K. Stewart, the Association's Executive Director, its honorary Doctor of Laws degree in 1962, the citation and presentation being made appropriately by Dr. W. H. Swift.

Another national organization with which I have been closely identified is the Canadian College of

Teachers. Founded about 1957 the College, with three classifications of membership --- member, fellow, associate --- is dedicated to the improvement of the quality of education. The College is composed of teachers as professionals independent of provincial or institutional controls. Much of the vitality of the College results from identification of members with the activities of local chapters. The M. E. LaZerte Edmonton Chapter to which I belong is one of the most active in Canada. In addition to communicating with members through a newsletter and a journal, the College holds an Annual General Meeting as well as a number of regional sessions. It administers an Encyclopedia Britannica Award, presented to a Canadian teacher for outstanding creative service; the Wilfred E. Wees Dissertation Award, for a selected graduate thesis in education; and the George Croskery Memorial Award, presented each year to a an educator within the region in which the AGM is held and awarded in recognition of outstanding contributions to Canadian education.

While I was not a charter member of the College, I spoke at its first AGM in Niagara Falls (1958) and soon afterwards became a member. Later I became a fellow of the College and for six years served on its national Council representing first Alberta and British Columbia and later Alberta and the North West Territories. While on the Council I chaired an Edmonton-based committee which proposed major changes in the constitution and by-laws of the College. My membership on the Council extended from 1969 to 1975, well beyond the year of my retirement. Since 1975 I have served with S. G. Deane on an ad hoc committee chaired by Mary Silcox to prepare a draft of a policy handbook based on decisions made over the years by the Council and the Annual General Meetings. My continuing interest and activity with respect to the CCT consists of maintaining my national and chapter memberships and of attending as many meetings of the local chapter and the AGM as possible.

For reasons that will appear in a later chapter, I shall not mention here my association with such national organizations as the Canadian Association of Professors of Education, the Canadian Association of Deans of Education, the Canadian Educational Researchers Association and the Canadian Council for Research in Education, with all of which I identified. My father used to recite some doggerel about "The Jiners". In many ways, as my readers can see, I have been an "educational jiner".

International Activities

About my international professional adventures I could write much more than anyone would care to read. I shall try to restrain myself and leave to many supplementary papers the more detailed accounts of my exciting experiences abroad.

My Iranian Adventure

As Vice-president of the Canadian Education Association in 1964-65, I was named to a team of five representatives to attend the World Conference of Ministers of Education for the Eradication of Illiteracy. Our Canadian delegation consisted of Paul Malone, the Canadian Ambassador in Iran and the head of our group; Joseph Pagé, Associate Deputy Minister of Education from Quebec; Professor Irving Brecher, Director of the Centre for Developing Area Studies at McGill University; Ernest McEwen, Executive Director of

the Indian-Esquimaux Association of Canada; and me. Except for Ambassador Malone, we were delegated and financed through special arrangements by the Canadian Department of External Affairs, Joe Pagé and I being named by the Canadian Education Association as was customary before the Council of Ministers took over the function of nominating delegates to represent Canadian education at international meetings. As I mentioned earlier Canada has no federal office nor minister education. Because of this our delegation acted *in lieu* of our country having such a minister.

This was my first trip off the North American continent and my first trans-ocean flight. Mr. McEwen and I flew from Montreal to Paris where we stayed overnight before flying on to Teheran, with one intermediate stop at Beirut. By this time we had been joined by Joe Pagé and Irving Brecher. In Teheran our delegation stayed at the Hilton Hotel. A guide, Captain Danasmand, and a car and driver were placed at our service for the period of the conference, roughly September 8 through 19, 1965.

The conference, which was staged to coincide with the twenty-fifth anniversary of the accession of the Shah to the Peacock Throne, was organized by UNESCO. The Shah seemed to wish to parade the efforts being made in Iran to help attack the literacy problem through what was designated the Literacy Corps, actually young men and women whose compulsory military service was performed by teaching in remote villages which in most instances had had no previous provision for schooling. A short period of teacher training preceded the actual teaching assignment to the villages of members of the Corps. The whole conference in Teheran was a big, colorful show with all sorts of elaborate entertainment in addition to the formal program.

Roughly speaking the formal program consisted of three parts. In plenary sessions we were addressed by the Shah, his twin sister, officials of his government, representatives of UNESCO and other dignitaries. In a second part of the program, each country represented made a presentation outlining what it had done or that it was planning to do with respect to the literacy problem. Canada's presentation was ably made by Paul Malone. In the third activity the Conference was divided into three working Commissions. Joe Pagé and Irving Brecher were the Canadian delegates on Commission I which addressed itself to the relation of literacy programs to technical, economic and social development and with methods and procedures for financing the struggle against illiteracy. Mr. McEwen joined Commission II which centred its discussions and resolutions on objectives, organization and techniques related to all types of literacy programs. I joined Commission III which was concerned with international cooperation as it affects literacy plans and projects.

While I would like to say that there were significant outcomes of the Conference, my opinion is that there were not. The resolutions finally passed were so general as to be practically meaningless in so far as ensuing action was concerned.

While the days were filled with all sorts of exciting sights, sounds and activities, the thing that stands out most vividly is a one-day visit we made to three villages where Literacy Corps teachers were at work. I found this experience informative and stimulating. In a supplementary paper, I have written more detailed comments of my impressions of this interesting country which dates back in history to the glorious days of the Persians. But this Conference was, in my opinion, staged to glorify the Shah rather than to solve the literacy problems of the world --- real and serious problems that they are.

After the conclusion of the Conference, we flew back to Montreal via Tel Aviv and Paris. From Montreal I continued to Fredericton, New Brunswick, to attend the AGM of the Canadian Education Association. There I was joined by Clara who had flown from Edmonton in the company of Stan and Eleanor Clarke. At this Convention I was elected president of the CEA.

My Thailand Safaris

I have enough information stored in my mind, in letters, on slides and in reports to write a book which I could entitle *Memories of Thailand*. But it is not likely that I shall write such a book. I shall confine myself here to a few broad brush strokes of my first five visits to Thailand in 1966, 1968, 1969, 1970 and 1971 --- visits initiated by the University of Alberta-Thailand Comprehensive School Project of which I was the General Director. Les Gue, as I mentioned earlier, was the Training Director of the Alberta-based program for the five groups of Thai teachers who attended the University of Alberta between 1966 and 1972. The involvement of Les beyond that period in projects financed by the World Bank through UNESCO are beyond the scope of this story, but it gives me great satisfaction to see that the seed planted in the original five-year project continues to bear fruit as the diversification of secondary education in Thailand continues.

I mentioned earlier that Art Reeves, Dick Cunningham and I had made a feasibility study early in 1966 and that our recommendation to the Thai Ministry of Education and the Canadian External Aid Office (now CIDA) had been approved and an agreement between them signed. Working closely with a project staff headed by Dr. Ruang Chareonchai, Punnee Buddhari and Pranee

Thakhernpol we had visited existing schools and had considered the geographical locations of additional centres to be included in the proposed twenty-school project.

Besides our strictly professional duties we were permitted, through the generosity of the Thais, to get a feel for their fascinating country by visiting Nakhorn Ratchasima (Korat), Lapburi, Saraburi and Ayutthaya, as well as many of the interesting sights of Bangkok.

Once the project had been approved we selected a team of four advisers to spend the years 1967-68 and 1968-69 in Thailand to assist the Ministry of Education and its project staff. Our team for these first two years consisted of Stanley G. Deane (team leader and adviser on administrative matters); Leo Kunelius (adviser on academic curriculum matters); Harris Romfo (adviser on industrial and vocational education matters) and William Rollans (adviser on guidance and counselling). In 1969 Stan Deane agreed to an extension of a further two years, Harry T. Sparby replaced Leo Kunelius, Dick Cunningham replaced Harris Romfo and Rita Perog (for one year) replaced Bill Rollans. Beyond the involvement of the University of Alberta in the initial five-year project, both Dick Cunningham (one year) and Harris Romfo (two years) returned at different times to give further service.

A sad note during the feasibility visit in 1966 was the word we received of the death of W. Dewar McDougall, our long-time colleague and friend.

My subsequent visits to Thailand between 1968 and 1972 were motivated largely by the wish to show our team of advisers that the Faculty of Education and its Dean were interested in them both personally and professionally, to observe the development of the

project and to evaluate its successes and failures. On each visit excursions --- partly for informational purposes and partly for personal pleasure --- were made to various parts of Thailand and en route to other East Asian countries.

In February 1968 Les Gue and I, besides performing our official professional functions with respect to the Thai project, made side visits to various centres, the most fascinating of which was a journey on a river boat as guests of L. Pin Malakul, the then Minister of Education, to the Summer Palace --- a beautiful and historically interesting spot. While on the boat we divided into two teams and played a card game which had been invented by the Minister himself. The team I was on invested in a state lottery ticket the few baht we had won. This ticket was drawn and resulted in our winning the equivalent of \$50.00. With this we purchased a tape recorder for one of the comprehensive schools.

In 1969 I was accompanied by Clara for whom the Thais seemed to roll out many red carpets. In Bangkok we stayed at the Siam Intercontinental Hotel as we also did on our subsequent visits to Thailand. Our side excursions in 1969 took us to the southern part of Thailand: Pattani (where there was a teacher education branch of the Prince of Songkla University), Songkla and Hadyai. While at Songkla we spent considerable time with Leucha and Sriprapha Sroypan, both of whom had attended the University of Alberta and both of whom were teaching in nearby Hadyai. It was at that time that we invited Sriprapha to live with us for a year as our "Thai daughter" in order that she might complete a Master of Education degree program in our Department of Educational Administration. (This offer she accepted in the 1973-74 university session). From Hadyai Clara and I returned to Bangkok by train, an experience that had been recommended by Ivor and Aileen Dent who had made

the trip earlier when Ivor was serving in a liaison capacity on secondment from the Edmonton Public School System whose staff and facilities, together with those of the Edmonton Separate School System, were made available for observation and practice by various Thai groups.

Later, with Mrs. Pranee as our guide, Clara and I visited Chiang Mai in the north of Thailand. This also provided a number of new, exciting and informative experiences. We visited the comprehensive school there, the nearby villages with their home industries (weaving, umbrella making, lacquer ware artistry, wood carving, silver forming and the like); the ruins of older temples; the modern University of Chiang Mai; the temple of Soi Tep; and saw in the distance the estate of the King's mother.

Following our 1970 visit to Bangkok, Clara and I flew to Kuala Lumpur in Malaysia to spend two interest-packed days with Art and Theresa Branscombe and their friends Ewe Ho Lem and his wife Chin. Theresa had been one of my pupils in the Claresholm High School and a pitcher on the *Petes* softball team there. Art was employed by the Exxon Company on one of its off-shore drilling operations. We were impressed by the architecture in Kuala Lumpur, a mix of Muslim and Western influence being apparent. Next we visited for short periods of a day or two Singapore, Manila and Hawaii (Hilo and Honolulu).

On our third visit to Thailand in 1971 Clara and I spend a couple of days in each of Taipei (Taiwan) and Hong Kong before moving on to Bangkok. On all of our visits to Asia, we always stopped in Hong Kong, to me one of the most interesting places I have ever visited. Within Thailand we spent one weekend as guests of Waiwit and Punnee Buddhari at their resort cottage at Pattaya. On this weekend we were accompanied by the

Deanes, Sparbys and Cunninghams. On other days we visited in Kanchanaburi (its well-kept cemeteries a sombre reminder of the Japanese invasion during World War II), the River Kwai (on which we travelled to a religious shrine) and the famous Rose Garden. On our return journey home we spent five days in and around Kyoto, a former capital of Japan, took the "bullet train" to Tokyo where we stayed at the New Otani Hotel and where we spent two happy days visiting with Doyal and Vi Nelson and their two daughters, Kim and Pam. Doyal was at the time on sabbatical leave, working in the field of mathematics education in Tokyo.

Writing as I have here mostly from memory, I realize that I have omitted far more than I have included. One of my problems has been to put a bridle on a memory that retains thousands of facts and situations. One of the memories that I shall not soon forget, however, is of the kindnesses shown to us by Amos and Hatsumi Nakamura when, on two separate occasions, they were our guides on explorations of the "big island" of Hawaii. They were generous hosts.

Our lives were made richer by our Thailand connection, by the many Thai friendships we made and continue to cherish, and by those other friendships developed with members of staff who participated in the University of Alberta-Thailand Comprehensive School Project. The latter include, besides those already mentioned, Jim Craig, Len Garrett, Ottar Massing and others who assisted with the training program. I would be remiss if I failed to mention my secretary (later administrative officer), the late Margaret Cameron, whose interest in this project was demonstrated through the mass of paper work she handled with a distinctly personal touch.

A Ugandan Interlude

While we were in Bangkok in 1966, Art Reeves and I received a request from the External Aid Office, working through the Canadian High Commissioner in Kuala Lumpur, to reroute our return journey to include Uganda for the purpose of evaluating *in situ* the results of the infant teacher training program referred to earlier in this chapter among the special programs offered by our Faculty of Education. Art and I flew via Calcutta to Bombay where we stayed overnight at the Taj Mahal Hotel. On the drive from the airport to the hotel and back, we could not help but notice the extremes of riches and poverty observable in the homes, public buildings, transportation, sanitation and people. On the following day we flew to Nairobi in Kenya, stopping briefly at Aden. After spending the night in Nairobi we flew next day to Dar es Salam via Zanzibar. This journey brought to life the geography I had taught from printed books. I liked the real version better. We had been routed by way of Dar es Salam to include a courtesy call on the Canadian High Commissioner whose jurisdiction included Uganda. We found Dar es Salam, where we remained for a day and a half, to be an attractive seaport city with a rather extensive university campus. We then flew on a DC3 through one of the worst thunder storms I have experienced, arriving at the Entebbe airport after an intermediate stop at Mwanza.

Following a misunderstanding about our time of arrival, the Ugandan Ministry of Education welcomed us in Kampala where we had made our way on our own. We were housed in rather Spartan-like quarters which we assumed had once been a gentleman's club.

The Ministry of Education arranged for us to visit a few teachers' colleges and five of the schools to which members of the first group who had attended the University of Alberta had been assigned. While there was evidence that these teachers had been influenced by

their Alberta experience, the main goal of the program was not being achieved: leadership in effecting changes in the procedures of colleagues in other classrooms and schools. Available resources and facilities did not match the expectations that had been built up by observations in Edmonton schools. Art and I were also aware of the contrast in climate --- both physical and psychological --- between Uganda and Alberta. Our recommendation on returning home was that no further groups be accepted beyond the one then completing the program on which the participants were embarked at the University of Alberta and that a better and far more realistic approach would be to have Uganda provide a program at home with the use of advisers from Canada or other countries.

There was a restiveness apparent even at the time of our visit, with evidence of military guards surrounding the homes of cabinet ministers. Art and I were glad to fly from Entebbe to London, with a single stop at the Cairo airport. In London, where we stayed at the Picadilly Hotel, we had a visit and dinner with Freeman Stewart, then on leave from the CEA while serving in the Commonwealth Office.

It was encouraging to Art and me to learn subsequently that similar programs for Ugandan infant teachers (in Scotland and Australia) had also been terminated quite independently. It was and is my opinion that basic preparatory programs for teachers are best offered in the setting in which their graduates are to serve. I am convinced, too, that the whole enterprise relative to the Ugandan infant teacher training program overseas had strong political overtones.

A Russian Adventure

In 1962-63 Lorne Downey, then Head of the Department of Secondary Education in the Faculty of Education at the University of Alberta, organized the First Conference on the Canadian High School. Among those invited to speak at this Conference was Professor Tsvetkov, one of the vice-presidents of the Taras L. Shevchenko State University of Kiev in the Ukrainian Socialist Soviet Republic. While Professor Tsvetkov was in Alberta, negotiations were begun that resulted in the establishing of an exchange program between his university and ours. As a result, two students from the University of Alberta, Karil Holden and William Novakshonoff, spent the 1965-66 university session attending the Philological Faculty of the State University of Kiev. In return, Mrs. Trastianska and Mrs. Olga Martianova spent that year at the University of Alberta, the latter on an M.A. program in English. Early in the spring of 1966 Professor Zhmudsky (a Vice-president and Professor of one of the sciences) and Professor Marinick (Geography) spent three weeks at the University of Alberta. To complete the first round of the exchange program Professor Orest Starchuk (Slavic Languages) and I spent three weeks as guests of Professor Tsvetkov and the State University of Kiev. My file on this adventure is a thick one filled with details too numerous to be included here.

Leaving Edmonton on May 25, 1966, Orest and I arrived in Moscow the next day, there to be met by two representatives from Kiev who cleared us expeditiously through immigration and customs. We were given an Intourist guided tour of the city, including the huge University of Moscow. Arriving in Kiev on May 28, we were met by Professor Tsvetkov and Mrs. Triastianska. We were registered at the Ukraina Hotel. The charges for our accommodation and all other expenses of our stay were courtesy of the State University of Kiev.

While Orest and I made some visits together, each of us was also able to pursue special interests, he in philological studies, I in education and teacher education. For a period of ten days, too, Orest returned to his native Lwow (Lvov) where he visited former friends and saw many things that I did not. We did visit together a number of schools, various university service areas such as the library, the catacombs beneath a former church (now a museum) and, travelling by hydrofoil, Kanyiev where Shevchenko is buried and where a monument to his memory as poet, artist, dramatist and "freedom fighter" overlooks the valley and river below. We were driven back to Kiev by car through agricultural countryside not unlike that of eastern Alberta. It is easy to understand how emigrants from the Ukraine found the farmlands of western Canada so attractive.

I was able to observe various types of schools in action, both in Kiev and in a nearby village. There were some well-appointed school buildings and some poorly-appointed ones. There were day schools and boarding schools for all ages with one specialized secondary boarding school (Internat) reserved for superior students in mathematics and physics. I visited and was impressed by a kindergarten (so-called)). It was well-equipped and had an attractive program for primary-level pupils. My impression was that its two-year curriculum explains why the school program as such had only ten or eleven levels. For in the two-year (pre-school) kindergarten there was much basic teaching of the three R's (Russian style) being done. The kindergarten pupils provided Orest and me with a range of entertainment: songs, dances, dramatized stories and the like.

In one of the high schools I observed a final examination in chemistry --- an oral examination in three parts: a theoretical question, a laboratory

application that required only the setting up of the experimental equipment and a mathematical question based on the theory. Not all students were required to answer the same questions, but each candidate received a set of problems involving the three aspects noted above. Each candidate, after being given his or her questions, was allowed half an hour in which to consolidate his or her thinking. The examiners consisted of the student's own chemistry teacher, a science teacher from another school and a second teacher from the student's school but from a different subject area. My impression was that the curricular areas being examined were equivalent to those found in Alberta's matriculation course in this discipline.

In each school there was a Pioneer corner and a Pioneer program. Here soviet philosophy was stressed, as it also was on wall "newspapers" which glorified such achievements of Russia as successes in the exploration of space. The Pioneer program seemed to include some things that I would consider co-curricular and extra-curricular. I visited a Pioneer Palace where well over a hundred interest areas were provided for. These areas ranged from music, art, drama, film making and photography to astronomy, archeology and geology. Regular staff of the Palace were assisted by specialists from institutes and universities. In addition to the Pioneer Palace, I visited a Pioneer Camp --- very much like a Boy Scout, Girl Guide or YMCA camp here. Pioneer members were able to spend some holiday weeks in camp. We were told that there were close ties between the Pioneer organization and the parents' employment and housing complexes. Certainly pictures and bas reliefs of Lenin as well as all sorts of soviet realia dominated Pioneer corners in schools, the Pioneer Palace and the Pioneer camps.

I observed that many of the studies that we include within our multi-universities were handled in

specialized institutes. This was true of teacher preparation, medicine, various branches of engineering and film-making. While there was an Education Department within the State University of Kiev, I judged it to have chiefly a graduate level emphasis, largely the study of education as a discipline. To the staff of this Education Department I gave two talks, one a description of teacher education preparatory programs in Canada, the other my thoughts about some current problems in Canadian education. The translator, Mrs. Davidenko, was excellent in the procedures she followed.

Because I was sure that our hosts did not know what to do with a unilingual Canadian when Orest Starchuk was in Lwow, I saw more museums --- good ones albeit --- than I care to remember.

We had several dinners with Karil Holden and William Novakshonoff and the four of us had dinner one evening with Elizabeth Nedohin of Rycroft, Alberta, who was studying at the Kiev Conservatory of Music. We had been asked by Professor Richard Eaton to contact Elizabeth. We found her to be quite well adjusted and seemingly pleased with her music program.

During our stay in Kiev, we were guests of our hosts at the theatre on several occasions. We attended productions of two operas (Othello and Rigoletto) and two ballet productions. During Orest's absence, I was taken to see a movie of Uncle Tom's Cabin. Of course all of the productions were in a language foreign to me --- Russian or Ukrainian --- but the story development and the artistry were clear, if not always the propanganda. We also attended a concert where vocalists and other musicians entertained the audience.

Prior to the end of our visit we were entertained by President Shvets of the State University of Kiev on

a boat trip on the Dnieper River and up a lift lock to an artificial lake which serves as a source of water supply and a base for generating electricity. On this boat trip we were plied with food and drink. It seemed that all those present felt compelled to propose a toast to the two universities involved in the exchange program.

Just before we left Kiev we were entertained by the Ukrianian Friendship Society which did not stint on soviet propaganda.

Following our return to Edmonton I prepared a talk which I entitled "Three Gods", for it seemed to me that those I associated with in Kiev, besides being worshippers of Lenin and his political philosophy, were also worshippers of the Dnieper River and of Shevchenko who, though he had died about 1867, had been dragged into the twentieth century and "converted" into a Ukrainian symbol of socialism.

The University of Alberta-State University of Kiev exchange was continued for one year beyond 1965-66, but broke down for reasons that are historically verifiable. But that is not part of my story.

Although I was pleased to have had the opportunity to participate in this exchange program and though we were well looked-after by our university hosts in Kiev, I felt much more secure, with a feeling of exhilaration and freedom, when British European Airways Flight 911 took off from Moscow at 6:05 p.m. on June 17, 1966. But my relief was nothing in comparison with that experienced by Orest Starchuk.

In London I was met by Clara who had flown from Edmonton and had checked into the Cumberland Hotel. I turn now to another international experience.

Two Interludes and a World Conference

For eight days Clara and I absorbed as much of England as we could. In London we made walking tours, some of them guided, to experience the historical spots of central London that we had read about. Since it was Clara's first visit to London, everything she saw and did was exciting. Indeed it was equally fascinating to me since my previous visit with Art Reeves had been a one-day affair and since Clara and I were able to enjoy new experiences together. We attended the Drury Lane Theatre for a performance of "Dolly", visited Trafalgar Square and Buckingham Palace (from outside its gates) in the company of Heather Lindstedt, renewed acquaintances with Maimie Simpson and Helen Chalmers who were on one of their retirement trips and were driven by Jack McFetridge (who was studying at the University of London's Institute of Education) to various spots of interest. With Jack we had dinner and did some pub crawling. Jack said afterward that Clara left more undrunk drinks in the pubs than those she consumed.

We took a train for a quick, one-day visit to Cambridge and there steeped ourselves in the beauty and serenity of that college town. While sitting in a restaurant having tea and crumpets we saw W. P. "Bill" and Linda Wagner walking past the window. We joined them long enough to have a chat and take their picture.

Next we rented a car and set out for Scotland. It was not entirely because Clara was unhappy with my driving on the left side of the road (and she was), but rather because there was so much to see and do that we got no farther than the Lake Country. We were thrilled by the beauty of the English countryside, sobered by the effects of war on Coventry and its famous cathedral with its marriage of old and new architecture, and

filled with vicarious re-enjoyment of the Lake Poets as we stayed near Grasmere Lake and visited in the mist Wordsworth's Dove Cottage and the graveyard in which Wordsworth, his wife and his sister Dorothy had been buried. It is impossible for me tell how our emotions were affected by the realization that we were in the region where so much of England's poetic literature had been born.

I should have mentioned our visits en route to Oxford and Stratford. The total landscape with billowing trees and multicolored flowers, the stately colleges and spires of Oxford, the Anne Hathaway Cottage and garden and the birthplace of Shakespeare --- these and other sights and experiences provided a flow of satisfaction that we continued to enjoy later as we viewed our slides and reflected on what we had seen and done.

But all good things --- even such interludes as I have mentioned --- must come to an end. The next nine days we spent in Paris. Though I had been there for one night the year previous while on my way to Teheran, this was the first significant visit to this French --- indeed world --- city for Clara and me. We walked and rode the buses and underground as we explored some of the attractions of Paris: the Arc de Triomphe, the Eiffel Tower, the Louvre, the Bois de Boulogne, the tomb of Napoleon and much, much more. We took a boat trip on the Seine River and went on a tour to Versailles. We attended the Folies Bergère, the Moulin Rouge and the Opera, where we enjoyed a production of *Copellia*. We enjoyed together the activities of those nine days. Clara's spoken French was much better than mine and served us in good stead.

On we moved to Geneva to attend meetings of the twenty-ninth session of the International Conference of Public Education --- strongly supported by Jean Piaget

who attended some of the sessions. Our Canadian delegation consisted of Dr. Howard S. Billings (an Associate Deputy Minister of Education from Quebec), Leopold Garant (L'Association Canadienne des Educateurs de Langue Francaise) and me (at the time President of the CEA and the Chairman of our delegation). Mr. Alan Beasley of the Canadian Mission in Geneva was our adviser on political matters.

Held in the Palais Wilson, the meetings of the conference considered three main items from July 7 through 16, Saturdays and Sundays excluded. Item one consisted of discussions and finally a motion related to organization for educational research. Item two dealt in similar fashion with problems related to teachers abroad. The third item consisted of short presentations by representatives from member countries of reports on educational developments that had taken place between 1965 and 1966. Each presentation was followed by a question period. Our report, which I summarized for our presentation, had been prepared by the CEA. My impression was that the International Conference on Public Education exerted little of significance on what goes on in education around the world. There was plenty of political jockeying apparent, but also a high degree of friendly cooperation and interchange of information. Probably the greatest value of such conferences is that they provide a forum where representatives from various countries can get together to discuss matters of mutual interest.

Associated with the International Conference on Public Education is the International Bureau of Education which "serves as a centre of information for all matters concerning education, so that each country may be stimulated to benefit by the experiences of the others" --- a rather pious and, in my opinion, unfulfilled hope. At the Bureau an international

educational library and a documentary collection are maintained and a permanent exhibition is on display. The Canadian contribution to the exhibition had been criticized by former delegates from our country. We found it to have been much improved. I took photographs of it, assembled them in a book and presented the result to the CEA library in Toronto.

On the social side, members of our delegation were invited to a number of receptions of other delegations: Britain, Australia, the United States, the USSR, France, Thailand, Germany, Iran and Nigeria. In turn, for the first time in history, the Canadian delegation hosted a reception for members of other delegations. Organized by Alan Beasley and his staff and held at the Perle de Lac Restaurant, our reception was a great success. Leopold and Madame Garant, Howard and Helen Billings and Clara and I were the hosts and hostesses. My pictures of that event bring back rich memories as do the invitations from various delegations which like a pack rat I have retained.

Clara and I stayed at the Beau Rivage Hotel beside Lake Lemman (Geneva). The other members of the delegation were registered elsewhere. Before they had arrived and before the conference had opened, Clara and I took a boat trip on the lake with its jet fountain, Castle of Chillon and a thousand other beautiful spots. We also rented a car and drove to Lucerne where we spent one night at the quaint Wilden Mann Hotel. In Lucerne we visited such sights as the Wagner Musical Museum (for a time it had been Wagner's home), the famous wooden covered bridge and the equally famous Lion of Lucerne. The view across Lake Lucerne was breathtaking as were those we observed on our return drive to Geneva. Clara and I always thought of our visit to Switzerland as a highlight among our travel experiences. We hoped someday to return --- but never did.

On the next weekend Howard and Helen Billings and Clara and I rented a car and drove to Chamonix, through the Mont Blanc Tunnel, the Aosta Valley of Italy, the St. Bernard Tunnel back into Switzerland, around the north and east sides of Lake Lemman to Geneva. At one time during the journey we were held up over two hours by the congregation of cars that had accumulated so that their owners could witness the Tour de France --- an event that we did not see because its participants were long gone before we got that far. One rewarding result of that weekend was the developing of a closer friendship with Howard and Helen Billings, a friendship we continued through correspondence, a visit which Clara and I made to their St. Petersburg, Florida, coach in February 1973, and one which Alice and I made to their Quebec home in 1978 when we included among our honeymoon travels attendance at the CEA Annual General Meeting. (As I was typing this chapter, I learned from Helen Billings of the death of Howard on November 2, 1981).

The National Council of Teachers of English

I have already mentioned my earlier association with the National Council of Teachers of English which I found helpful when I was teaching courses in English curriculum and instruction. As I moved more and more into administration, I let my membership in the NCTE and in the Canadian Council of Teachers of English (CCTE) lapse. But both were important destinations on my journey.

Phi Delta Kappa Activities

I had joined Phi Delta Kappa, at the time a men's honorary society in education rather than a fraternity as its Greek letters might suggest. Having joined Eta Chapter at the University of Minnesota in 1948, I transferred to the University of Alberta Chapter later. My membership has been continuous until now, from 1948 to 1972 as a regular fee-paying member and since, courtesy of the University of Alberta Chapter, as an Emeritus Member.

On one occasion (1965) I served on an international committee of PDK set up under Dr. Edgar Morfit to study and recommend on the future of the organization. We hoped that our suggestions and recommendations would broaden PDK membership to include women, change gradually the title of its excellent magazine from *Phi Delta Kappa Magazine* to the *Kappan* and to expand its research functions and capabilities. All three of these changes have been effected. The two meetings of the committee were held in Bloomington, Indiana, and Denver, Colorado, the first coinciding with an unusually severe snow storm and the second with a disastrous flood. My association with the members of this PDK Committee gave me an increased sense of pride in the teaching profession as represented by the superior and highly intelligent educational leaders with whom I was privileged to work.

As a result of my contacts with Edgar Morfit, I was invited to attend as a guest a meeting of an eight-state study project in Scottsdale, Arizona. I also received copies of the several reports eventuating from that study, later passing them on to the Department of Educational Administration for its library.

The University Council on Educational Administration

With Art Reeves and his staff, I was involved in the presentation of a submission which resulted in having the University of Alberta become the first Canadian member of the UCEA. Later John Andrews and I attended a conference related to the affairs of the Council --- a conference held at Alerton House, an extension centre of the University of Illinois. While I was not otherwise active in the UCEA, I kept in touch with its Executive Director, Dr. Jack Culbertson, whenever he visited our campus, followed the careers of Steve Hencley and Robin Farquhar, both of whom served for a time as Jack's assistants, and noted with pleasure that Dr. Eugene Ratsoy was, at the time of this writing, its president. (As I type this chapter, I am told that Jack Culbertson will leave the Council in 1982).

My AASA Activities

My final international connection in education has been with the American Association of School Administrators. While my membership has been continuous since Art Reeves and I joined following the establishment of our Department of Educational Administration in the mid-fifties, I have not been very active in its affairs. My membership since 1972 has been emeritus, the chief value of which is the wealth of published material I receive to pass along to the Department of Educational Administration. With Art Reeves I attended one AASA Annual Conference in Atlantic City and with John Andrews another. Besides providing an opportunity to lobby at a time when this seemed important, these conferences were informative and their displays comprehensive and filled with all sorts of educational ideas. John Andrews, Joe Jonason and I participated in a small way in one of the multiple sessions. The AASA seems to me to be an

unwieldy organization which, while it promotes an exchange of information relative to school administration, also provides a "trading ground" for school superintendents and boards of education in the fluid market of administrative employment.

Retirement

Having reached my sixty-fifth birthday on February 9, 1972, I retired officially on August 31 --- effectively on June 30 --- of that year. In April my colleagues arranged the H. T. Coutts Invitational Conference on Teacher Education at which I was honored as well as being given the opportunity to deliver my "swan song". At a retirement banquet at the Chateau Lacombe some six hundred friends and colleagues joined to honor Clara and me and to present two portraits --- one to the University and one to Clara. Both had been painted by Illingworth Kerr of Calgary. Besides a number of spoken tributes, a cast of Faculty staff, with Walter Kaasa as narrator, entertained those present with a humorous skit entitled "The Education of a Dean". Written by Dr. Geraldine Farmer, this semi-musical offering purported to trace my life --- partly personal, but mainly professional. The skit was committed to video tape, but I have no knowledge of its ultimate disposal. In order to keep the event as free of emotion as possible, my own final words were kept light and humorous.

Thus ended the formal part of my educational career from 1925 to 1972.

CHAPTER XII

FAMILY: HERE AND THERE
1966-1972

As I have written about my journey, I have become more and more convinced that I spent too little time with my family and friends while I participated in professional activities away from home. Christmas was always a time when our family was together and, until she was no longer able to do so, Clara prepared Christmas dinner.

George having graduated from high school and having worked for a few months on heavy duty machinery, moved to Forest Grove, Oregon, to attend Pacific University, a small liberal arts institution. In 1966, I believe it was, we visited him there --- that was the year of his twenty-first birthday and Jane's nineteenth.

On June 3, 1967, Jane was married to John Sterk, one year before she had completed requirements for the B.Ed. degree at the University of Alberta. Jane's wedding was a happy affair shared with family and friends. A daughter was so precious to Clara and me that we wanted to make her wedding an event to be remembered with pleasure.

Following Jane's wedding Clara and I were joined by her brother Alex and his wife Evelyn as we drove up the Alaska Highway by way of Dawson Creek, Fort St. John and Watson Lake to Whitehorse. The silt-filled gravel on the part of the road sixty miles or so north of Fort St. John to Whitehorse was almost like pavement where it had been watered, but dusty and dangerous where it was dry --- so much so that we had to stop whenever a trailer truck met us. To protect our car we

had had the gas tank wrapped with an inch (2.5 cm.) thick rubber pad and had had the headlights covered with plastic bubbles. From Whitehorse we drove on gravel roads --- with the kind of loose stone type of gravel we had been used to in southern Alberta years before. Arriving in Dawson City we explored as much of its interesting but faded history as was possible in two days. We visited the Robert Service cabin, attended a variety program in a reconstruction of the original theatre, walked the streets in the rain to observe buildings that had seen better days and spent time at the travel centre --- a land-locked paddle-wheel steamer now converted --- and the museum.

We crossed the Yukon River by ferry, drove along the crest of mountain ridges and came down into Alaska at Tok. There we were able once again to drive on pavement. On we drove to Delta and from there to Fairbanks where, it being late in June, we experienced our shortest night and longest day. At Fairbanks we attended the centennial exhibition commemorating the Seward Purchase of Alaska from Russia. We drove out to Cripple Creek, a semi-replica of an old mining village. From Fairbanks we returned to Delta and then south through Paxton (where a leak in the oil guage slowed our progress) to Glenallen (where we had repairs made in short order). From Glenallen we moved on to Anchorage. There we visited some East Palestine friends of the Simpsons, observed the devastation caused by the 1964 earthquake and its resulting tidal waves, visited the Alaska Methodist University (as we had visited the main site of the University of Alaska in Fairbanks), had dinner in the Top of the World Restaurant and toured a native crafts museum. We had seen Mount McKinley in the distance as we drove south from Delta to Glenallen. Leaving Anchorage we drove to Seward where the evidence of destruction of the 1964 tidal wave was even more apparent. We drove across to Old Valdez and New Valdez (Valdez) noticing on the way

piles of huge steel pipe stocked for the then proposed pipeline which many years later was completed. From Valdez we returned through Glenallen, Beaver Crossing and Haines Junction (Yukon) and thence south to Haines (Alaska). At Haines we spent three days resting, walking, attending a presentation by the famous Chilcoot Dancers and taking a one-day ferry ride to Skagway and return. Following our three days in Haines we boarded another Alaska ferry --- car and all --- for a thirty-hour ride down the inside passage to Prince Rupert. Since much of that trip was through rain and fog, we had only snap-shot views of such interesting places as Juneau, Petersburg, Wrangell and Ketchikan. Driving east from Prince Rupert we passed through Terrace, Smithers, Burns Lake and Prince George on our way to Kamloops and Edmonton. Except for a separated exhaust pipe on the way to Dawson City, an oil guage indicator failure near Paxton and a tire tear on sharp rocks traversing road construction between Terrace and Smithers, the car came through well. I am glad that we made the trip, but next time someone else may do the driving. My slides of our Alaska trip, though meaningful to me, would be of little interest to others. As a result of this Alaska adventure I have some appreciation of the geography and the vastness of the northwestern portion of our continent.

On October 4, 1967, the day on which our granddaughter Melinda Ringrose was born, Clara, Jane, Mrs. Margaret Sterk (Jane's mother-in-law), Frances Johnston and I set off for Beaverton and Forest Grove, Oregon, to attend the wedding of our son George and Wilma Nakamura, whom we had met earlier when she and George had visited us in Edmonton. At Beaverton we met for the first time Amos and Hatsumi Nakamura, Wilma's parents, and were charmed by their graciousness and friendliness. I arranged a pre-wedding,

post-wedding-rehearsal dinner for the participants and the families represented. Attending the wedding and the following reception, besides local friends of George and Wilma, the Nakamuras and our Edmonton contingent, there were friends of ours from Beaverton (the Schnellers) and from Victoria (Alex and Ivy Gray and the Lindstedts: Sid, Mildred, Heather and Patti). Alex took many pictures of this event.

On February 24, 1968, Peter married Elaine Brennard in a wedding at St. Anthony's Cathedral, Edmonton. Following the ceremony Clara and I provided a modest reception. Tom, who had begun attending the Grandview Heights Elementary School in September 1967, remained with Clara and me for the rest of the school year. He then joined Peter and Elaine in their home at 11737 - 37B Avenue.

In the spring of 1970 we returned to Forest Grove to attend George's graduation. At that event George had conferred on him a B.A. degree with specialization in business studies. By that time he had done sufficiently well to reach the Dean's List for his scholarship. We drove on to Eugene to visit Dr. Raymond Kehl, a University of Minnesota colleague, and his wife Marie, a charming couple and both creative teachers.

During the next year George moved to Eugene where he completed two quarters of work on an M.B.A. at the University of Oregon before returning to Edmonton to do some property appraising before articling as a chartered accountant. While George and Wilma were in Eugene Clara and I visited them on one of our return visits from Thailand. I remember our visiting the Kehls again on that occasion and of our being members of a

party that included Fred and Nettie Enns (on sabbatical leave from the University of Alberta), Ron and Peggy Macgregor, Ron and Edie Stephens and Ed and Billie Seger.

I have a set of slides that remind me that in the spring of 1972 we had a happy family party at the Faculty Club with most of the family present.

The Loss of Some Friends

Over the period from 1962 to 1977 a number of those with whom I had worked closely in the field of education had died, each a personal and professional loss. Dr. E. W. Coffin, from 1910 to 1940 principal of the Calgary Normal School died in 1962 or 1963, Harold Melsness in 1965, Pat Dunlop in 1966 (while Clara and I were in Geneva), H. E. Smith (Dean of the Faculty of Education between 1950 and 1955), Dewar McDougall (when I was in Thailand in 1966), Art Reeves (when I was there in 1968), Andy Doucette (when I was in California in 1974), M. E. LaZerte, (when I was there in 1975), Earl Buxton (who died in California while on a retirement holiday in 1977), and Maimie Simpson and Eric Hodgson who had died earlier. They had all been important contributors to the activities we participated in together on my journey.

Some Odds and Ends

My religious affiliation was with the Methodist Church until 1924 and thereafter with the United Church of Canada. I had been active in church affairs in

Claresholm and during the early years in Edmonton where I served for nine years as superintendent of the Sunday School at Metropolitan United Church (now Knox-Metropolitan) and for a shorter time on its board of elders. In more recent years I have been an inactive member, but one who continues to support the good works of the church.

I have been a member of the Foothills Lodge I.O.O.F., No. 13, in Claresholm since 1925, a period approaching sixty years. I am now an honorary life member. I have not, however, been active since I left Claresholm in 1943. Before that I had served in several offices in the lodge, including that of Noble Grand and had attended the Grand Lodge of Alberta as a representative of Foothills Lodge, No. 13.

I was a charter member of the Foothill Rebecca Lodge, No. 105, and have retained my membership since. As one of four remaining charter members still in the Lodge, I received a plaque in recognition of my first fifty years of membership.

For six years I served on the Metro Board of the YMCA (Edmonton), three of them on its Executive. Our major concern at the time was to reduce the indebtedness on a rather large mortgage, to place the food services facilities on a break-even basis, to keep operational costs under control, to expand the functions of the organization to meet the challenge of new social needs, to assist in the rejuvenation of the YMCA in Barbados (a special concern of the late George Prudham) and to improve facilities at Camp Keewaydin (no longer in operation). I am not sure how much I helped, but I did spend considerable time and effort in

an attempt to be useful to this important organization.

I joined the Rotary Club of Edmonton in 1955 with the classification of Teacher Training (Education). I am now classified as a Senior Active member and continue to attend luncheon meetings as frequently as possible and to participate through service on various committees. For two years in the late 1950's and again in 1980-81, I helped to edit the Club's newsletter, the *Edmontonian*. Among other committees on which I have served, either as chairman or member, were Christmas Carols (no longer functioning), Youth Service, International Service, Registration and Reception, Attendance, and Classification and Membership. I value my identification with Rotary for the many associations it provides and for the generally informative and often challenging programs presented.

Since this account of my journey is meant mainly for the children and grandchildren of my extended family, I have tried to record some background which I hope they will find useful as they keep records of their own individual journeys. I recommend that they do so lest those records be lost to *their* descendants.

I conclude this chapter with a tribute to Clara who loved and who helped her family with understanding and tolerance and without criticism or complaint. She chose that route on *her* journey. Because she was an especially talented musician, she might have, had she chosen a different path, contributed more as a performer. Instead she chose to use her musical skills in other ways that could be combined with her chosen

family interests: as teacher, accompanist, choir leader, organist and active membership in the Edmonton Women's Musical Club (later the Edmonton Musical Club) until its disappearance when it seemed no longer viable. She shared herself and her talents generously.



EDUCATION CENTRE
THE UNIVERSITY OF ALBERTA

CHAPTER XIII

RETIREMENT ACTIVITIES
1972-1978

One thing I never did while I was on the staff of the University of Alberta was to go on sabbatical leave, but the University was good to me in many other ways that compensated. It was not until recently that those in administrative positions --- presidents, deans and department chairmen--- applied for such leaves. The practice is now an accepted one.

In this chapter I propose to mention some of the things that occupied my time during the beginning years of my retirement.

The United Way

In the fall of 1972, following my retirement, I accepted two responsibilities. The United Way (Community Chest) approached me to serve as coordinator of its educational division. This I agreed to do and during October, November and December worked closely with colleagues in the University (especially with Murray Cooke), the Edmonton Public and Separate School Systems, Grant MacEwan and Alberta Colleges and some private schools to try to reach the objective of approximately \$100,000 set for us. Although we did not quite reach that goal, I learned a great deal about the generosity of teachers and professors and about the importance of the services provided through the United Way. It is an approach to volunteer giving in which I believe.

The Canadian Society for the Study of Education

The other assignment that I accepted in the fall of 1972 was the presidency of the newly-created Canadian Society for the Study of Education, the main purpose of which was to perform an umbrella function for five existing associations: the Canadian Association of Professors of Education, the Canadian Association of Deans of Education, the Canadian Association of Foundations of Education, the Canadian Educational Researchers Association and the Comparative and International Education Society of Canada. Another organization that might have come under the umbrella, the Canadian Association of Professors of Higher Education, decided to remain completely independent. The Canadian Council for Research in Education, which derived its main financial support from provincial departments of education on a formula related to similar grants made to the Canadian Education Association, ceased to exist in 1972. The CCRE had performed as one of its functions the coordination of the programs of the above-named organizations at the annual meetings of the Learned Societies each spring. In anticipation of the disappearance of CCRE, the 1971 meetings at Memorial University of Newfoundland decided to explore some fresh approach since both membership and funding of the various organizations were on a shaky basis. At the 1972 meetings of the Learned Societies in Montreal, the Canadian Society for the Study of Education (CSSE) was set up and, in my absence, I was chosen its president. As a member of CAPE, CADE and CERA, I had expressed my preference for an organization similar to the American Educational Researchers Association (AERA) with interest groups rather than firmly organized associations in a sort of federation. But some of the existing Canadian associations were not willing to surrender their identities. The resulting CSSE arrangement was a

compromise. In this new organization each member paid a general CSSE fee plus a fee for membership in one or more of the associations under the umbrella with the proviso that one must be a member of at least one of these associations to become a member of the CSSE. The CCRE turned over to the CSSE approximately \$1,000, its unspent balance. With this we set out to promote the new organization. Although my friend and colleague Jean Marie Joly of the University of Ottawa was the nominal secretary-treasurer of the new Association, he had neither the time nor the resources to provide a working secretariat. With the help of Louise Plewes, a part-time secretary provided by the University of Alberta, I performed most of the functions of the secretariat: solicitation of memberships, correspondence, preparation of a brief to the Social Sciences Research Council of Canada seeking CSSE recognition by that body, the editing of a newsletter which we named the *Bulletin*, a designation which had approximately the same meaning in English and French. At the end of its first year, the CSSE had approximately 416 members, a not too encouraging beginning.

Again in 1973-74, on an agreement with Jean Marie Joly, I carried out the functions of the presidency and the administration of the secretariat with continuing and considerable assistance from Louise Plewes and David Friesen. At the end of the second year the membership had risen to about 800 and by the end of the third year to about 1,200. The organization was moving forward.

In the meantime the CSSE had been admitted to the Social Sciences Research Council of Canada (SSRCC). T. R. Greenfield deserves much of the credit for the spade work he had done previous to his going on leave in 1972-73. In his absence the rest of us had sharpened the brief which met with favor. It was the contention

of the SSRCC that those interested in education as a discipline should come to the Council with a united voice.

In 1973-74 we admitted three more cooperating associations to the CSSE: the Canadian Association for the Study of Educational Administration, the Canadian Association for Curriculum Study and the Canadian Association of Educational Psychologists.

After three years of service during the formative years of the CSSE, I retired from active involvement. The definitive story of the CSSE has been told by Dave Friesen and Ted Holdaway in a short monograph available through the secretariat: *Canadian Society for the Study of Education: Development and Challenge*

The Edmonton Research Associates Limited

A much less productive and satisfying experience was my brief association with the Edmonton Research Associates Limited, a business organization headed by Bev Brooker (an engineer), Percy Butler (another engineer), and an architect named Clarke. This group had built or renovated more than twenty schools in the Caribbean and were looking for more fields to conquer. Operationally, Fred Dorward, another engineer, was the company's active leader and organizer. The company had its eyes on Iran as a potential source of contracts since the Shah was purportedly ready to spend millions on education and educational facilities. Jack Mitchell, formerly in the vocational education field in the Department of Education and later the Department of Advanced Education, had made one unsuccessful trip to Iran with a Dorward-led team. I was slated to go on a second trip in September 1975. Suddenly it became necessary for me to undergo surgery. My good friend,

Dr. Robert E. Rees, went in my place. He found the mission a frustrating and unproductive experience. There was a third attempt made later, with Dr. George Ford, former Dean of Engineering at the University of Alberta, accompanying Dorward and his team on a "safari" to interest Iranian officials in providing a contract that would result in facilities for engineering in a new university. As far as I know no contracts were ever signed and, in the light of what has happened since, it was probably just as well. For some reason Clara had not wanted me to go in any case. Except for flowers sent to me when I was in hospital and a couple of drinks at a Christmas party this venture was as unrewarding for me as it apparently was for the Edmonton Research Associates Limited.

A Cardston School Division Project

Before I became involved in its Language Arts Improvement Project, the Cardston School Division No. 2 had done some pre-run experimentation and had contracted with Dr. Ethna Reid of the Exemplary Center for Reading Improvement (ECRI) of Salt Lake, Utah, to carry through a three-year project motivated in part by the fact that in the Cardston School Division approximately forty percent of the elementary school pupils were native Indians, twenty percent Hutterites and the other forty percent non-Indians/non-Hutterites, mainly of Anglo-Saxon extraction. The Cardston School Division had also engaged a team of three from Brigham Young University in Provo, Utah, to evaluate the project: Dr. Rex Wadham, Dr. Alvin Rencher and Dr. James Young. Someone --- I expect from the Alberta Department of Education whose Planning and Research Division was jointly funding the project with the Federal Department of Indian Affairs and the Cardston School Division --- suggested that some Canadian input

on the evaluation team would seem appropriate. I provided that input which, as it turned out, became much more extensive than either the Division or I had anticipated. I must say that I had a friendly and cooperative relationship with the other three members of the evaluation team, with the administrative staff of the Cardston School Division and, in the main, with Dr. Reid.

Through her ECRI program Ethna Reid was attempting to improve reading and language skills of elementary school pupils. Dr. Reid identified twenty-four factors in the teaching/learning process and, by working closely with teachers through initial and re-enforcing training sessions, attempted to have them diversify their approaches and to insist on mastery on the part of the pupils. The program as applied in the Cardston School Division used two sets of reading materials --- the Sullivan Reading Program and the Gates Reading Program --- though Dr. Reid contended that the procedures she recommended could be applied to any set of reading materials.

Using a rather sophisticated observation technique devised by Rex Wadham as a more precise extension of that used earlier by Flanagan, together with individual interviews, we determined that the performance of the elementary school teachers in the Cardston School Division had in the main been modified in the direction Dr. Reid had recommended as desirable. By using the standard achievement testing program of the Division, a written composition evaluation program developed in the 1950's by Dr. H. S. Baker and me, by studying handwriting over time using the handwriting scales of the Saskatoon School System, by studying school percentage attendance data over a number of years, by testing parent and teacher reactions through questionnaire and interview studies we came to the conclusion that over the three years of the project the

performance of the pupils in the language arts did not show significant gains or losses from what would normally have been expected, nor were changes among pupils in the sub-groups --- Indian, Hutterite and Other --- always in one direction. It seemed to me that a major value of the project was that it emphasized the importance of the language arts and directed attention to them.

This is not the place to provide details of the project. Several formal reports on the evaluation of the Cardston School Division Language Arts Improvement Project are extant: three major, one supplementary and one summary. The final major report and the summary (which I believe to be worth reading by interested persons) were written in 1978 and published through the Planning and Research Division of the Alberta Department of Education.

I enjoyed being associated with those who participated in this project: administrators, consultants, evaluators, teachers and pupils. The Cardston School Division paid me a professional fee for my contribution, a major one of which was much of the basic writing and the final editing of the reports.

During the period covered by this project, I went to Provo on three occasions for the organization and writing of the reports. In August 1976 Clara accompanied me though even then she was in poor health which she attributed to arthritis.

Some Future Studies

In 1971, using a modified Delphi technique, Stan Clarke and I had conducted an opinion study on the "Future of Teacher Education", later published in the

Journal of Teacher Education. The cooperating participants in this study were the deans and some senior staff of the English-language university-based teacher education institutions in Canada. We repeated this study with a few modifications in 1976 and reported it under the title *Teacher Education toward the Year 2,000*. Even though most of the participants (deans and senior staff) had changed during the five-year interval, most findings had not. An effort to repeat the study in 1981, using the same classes of participants, had to be abandoned.

In the meantime Stan Clarke, Myer Horowitz and I had completed a Delphi-type study on the *Goals of Education*. Using officials of teachers' organizations in Canada, Ken Bride of the Alberta Teachers' Association, Stan Clarke and I conducted another Delphi-type study which was reported in a publication of the ATA under the title *Teacher Education toward the Years 2,000*. Still later, using officials of Canadian Provincial Departments of Education as participants, Dr. James Hrabi (Associate Deputy Minister of Education in Alberta), Stan Clarke and I produced a report published by the Department of Education as *Toward Teacher Education in the Year 2,000: a 1979 Comparative Study*. I am not at all sure that the studies just mentioned had much impact on teacher education, but that was not really their purpose. We hope that they are historically valuable.

A Study of Alternative Teacher Education Programs

In the latter half of the 1970's Dean John Andrews and his staff at the Faculty of Education at the University of British Columbia were experimenting with a number (ten, I believe) special so-called alternative programs of teacher education. To evaluate these and



OTTAWA, 1974



12345 - 66A Ave.,
Edmonton, Alberta

their effectiveness the Northwest Regional Laboratory of Portland, Oregon, was commissioned. As part of the evaluation three teams were brought in to study, observe in action and report on three or four of the special programs. Each team had a representative from the Northwest Regional Laboratory plus two or three other members. These others included Dr. Gardiner from the University of Minnesota; Dean Robert Overing from York University in Toronto; Myer Horowitz, Al MacKay and Ted Aoki from the University of Alberta; and me. Each team spent five days --- Monday through Friday --- observing and evaluating *in situ* two or three of the alternative programs. On Saturday we came together to write a draft report on our findings. I worked on a team with Drs. Owen (from the Lab) and Gardiner.

Sometime later, after Dr. Worthen of the Northwest Regional Laboratory and the coordinator of the project had revised and edited the reports of the three teams, he, Myer Horowitz, Bob Overing and I met for two days in Calgary to organize and write a final chapter to tie the report together and to consolidate the recommendations.

The assignment described above was one for which I, along with the other evaluators, received a professional honorarium.

Sriprapha Sroypan: Our Thai "Daughter"

In 1973-74, Sriprapha, to whom we had offered the opportunity when we were in Hadyai in 1969, came to live with us while she completed the requirements for the M.Ed. degree on a fellowship provided through the Department of Educational Administration. Saved the cost of room and board and of some winter clothing which Clara provided, Sriprapha was able to finance her

year of studies at the University of Alberta. She had left behind in Thailand her husband Leucha and two small children who were constantly in her thoughts and to whom she returned immediately her program was completed. Sriprapha was, and is, a gentle and thoughtful person. She and Clara related well, took long walks around Grandview together and shared confidences through hours of conversation. We enjoyed having her in our home. She was most appreciative, calling us her "Canadian parents" and, before leaving, giving me the chair that I still use in my study.

In February 1980, when Alice and I visited Bangkok, Sriprapha and Leucha were on hand to greet us on our arrival and she came from Saraburi by bus to spend a Sunday with us. Alice and I enjoyed that Sunday visit.

A Florida Visit

After an unfortunate motor accident on January 2, 1973, when in a blizzard our nearly-new Oldsmobile 98 was destroyed by a thirty-six ton trailer truck, Clara and I flew to Tampa, Florida, to which we had intended to drive. We were picked up by Clara's brother, Alex Simpson, and his wife Evelyn and driven to their cottage near Punta Gorda. We visited with them and their friends there, went on long walks each evening, took a one-day tour to Disney World, drove with Evelyn to visit her parents at Lake Wales (where we spent some time viewing the famous Bok Tower) and the Cypress Gardens and made two further side trips, one to the Everglades, the other to Fort Myers Beach to have lunch with Alex and Grace Cook.

Next Clara and I rented a car, drove south and then east almost to Miami. Turning south again we

passed through the rich vegetable and fruit lands to the Keys. We drove along the Keys to Key West where, among other things, we visited the home of Ernest Hemingway, now a tourist attraction. We returned along the Keys to Miami where, encouraged by our son Edward, we made a reservation for a later cruise to Nassau. We drove up the "outside" highway to Cape Canaveral (Kennedy), toured the space centre there, stopped at DeLand to see my cousin Winnifred Kovitch, moved along to Tampa where we spent several hours in the Busch Gardens with their well-kept game farm and on to St. Petersburg to celebrate my birthday at dinner with Howard and Helen Billings. Returning to Punta Gorda we paid for the use of the rented car.

After a few more days with Alex and Evelyn Simpson, we travelled by bus to Miami, boarded an Eastern Steamship Line cruise boat and spent four happy days cruising and touring Nassau: its shops, its few points of historical interest, its casino --- but mainly enjoying what for both of us was the only "ocean voyage" we had ever taken. Back in Miami, we flew to Calgary and spent a week with Sid and Mildred Lindstedt before returning home.

Two California Holidays

In February 1974, leaving Sriprapha to look after our home, Clara and I joined Bernal and Ruby Walker as their guests for a month at the Tri Palm Estates near Palm Springs, California. Besides visits to Bernal's parents in Leisure World at Seal Beach, we played golf (mostly three-par), swam, played bridge, danced, shopped, watched the Bob Hope Classic golf tournament, ate and talked. The Walkers have always been a charming couple with whom we related well and who, over the years, have been among our closest friends.

In 1975, this time by car, we drove to Thousand Palms and its Tri Palm Estates with a stop in Las Vegas to have dinner and enjoy a program at the Dunes. With the Walkers again, but on a shared basis, we spent several happy weeks before driving on to Madera, California, where we called on Clara's long-time friend Bertie (Guy) Billings and my cousins Lewis Hartwell and Midge (Hartwell) Dean and their families. We drove north through the Red Woods with memories of our 1939 drive. In Eugene, Oregon, we called on Ray and Marie Kehl and in Victoria on George and Wilma. For those who golf and swim, play bridge and dance, and who enjoy the leisurely life in the desert sun the Tri Palm Estates provide a haven. We enjoyed our visits there.

England, Scotland and Scandinavia

Although Clara was having difficulty from pain which she attributed to arthritis, we set off in September 1976 with Sid and Mildred Lindstedt on a Wardair flight to London. There we re-enforced our delight in the sights and sounds of that attractive city even though in that year there had been an unusually severe drought. We attended theatre productions, shopped, walked and tested the cuisine at a number of restaurants.

Next we rented a car, Sid doing the driving in London (where the Lindstedts had previously spent two winters on study and sabbatical leave), and Sid and I sharing the driving on the open road. We drove by way of Cambridge to York where we spent many rewarding hours in and around York Minster with its long and fascinating history. We moved on from our bed and breakfast lodgings to Edinburgh where we drank in the attractions of that Scottish city and attended the last performance of the year of the Edinburgh Tattoo. On to

Aberdeen in the wake of a destructive storm, we found excellent accommodation and attended an Andy Stewart Scottish program. Unfortunately we were unable to hire a taxi. In the rain Clara had a bad fall and had difficulty in walking. Eventually we had to combine the use of public transport and walking to reach our bed and breakfast location.

While our original plan had been to drive farther north to Inverness, we turned south instead, spending the next night at Carlisle. At Stratford we spent two days absorbing the beauty and traditions of that drama-oriented city and attending a production of Shakespeare's *Romeo and Juliet*. Back in London we attended further theatre until we took off on a thirteen-day tour of Scandinavia.

We flew from London to Copenhagen where we spent two packed days. The record of the details of this tour is recorded on my slides, but mainly in the storage vaults of my mind. We travelled north to Helsingfors, visited Elsinore Castle, crossed into Sweden, stopping one night before reaching Stockholm. There we spent two days before moving west to Oslo where we spent another two days. By winding and often narrow roads we went upwards toward the tops of Norway's mountains. Coming down we spent several hours on ferries traversing some of the famous Norwegian fjords. Finally we arrived at Bergen for two rain-free sunny days, then southeast with one stop before we reached Goteberg. Thence we returned to Copenhagen, flew to London and home. I cannot relate all that we saw, but here are one or two impressions. The city halls in Stockholm and Oslo are true civic and social centres. Besides being replete with works of art on the inside, they are works of art in themselves. They include large dining and reception halls which may be used by citizens for a price, marriage "chapels", reading and writing areas, and, of course, the usual council chambers, committee rooms and administrative and service offices.

The preservation at tremendous cost of a an ancient ship raised from its watery grave after having lain there for centuries was impressive. Equally impressive to us was the preservation of the specially-constructed ship used by Roald Amundsen on his journeys into the Arctic and Antarctic, and the old Viking ships at Goteberg. These are but a few of the highlights of this unforgettable journey. Naturally Clara was interested in visiting the haunts of composers such as Sebelius.

Clara braved out this tour though she was in pain much of the time. In light of events which followed, however, I am happy that she had this British-Scandinavian trip of September 1976.

Tragedy Strikes

It is a fact of life that, as we grow older, our bodies tend to wear out and that diseases of one sort or another are more common. I had had a serious operation on October 1, 1975, for carcinoma of the colon. Thanks to Dr. Frank Elliott who detected the problem in its early stages and Dr. Leslie Willox who performed the operation, I was given a fresh lease on life. I am appreciative of the continuing checks made on a yearly basis by the W.W. Cross Cancer Institute and by Dr. Willox. As Dr. Walter MacKenzie, a former Dean of Medicine at the University of Alberta and one who had had similar surgery, once said to me: "One should take advantage of every day to smell the flowers".

Little did I realize that while I was in hospital Clara had been having severe pains in her hip. These

returned from time to time and, as I have mentioned , were increasingly severe while we were on our 1976 trip to Britain and Scandinavia. On our return to Edmonton we visited specialists on arthritis, neurology and orthopedics. About the end of November Clara's problem was diagnosed as cancer of the bone. Radiation treatments seemed to arrest the progress of the disease, but by February 1977 we (and I believe she) were aware of the seriousness of her illness and of the possible outcome. In spite of that she and I went to Victoria in April to visit George and Wilma, though Clara's condition was getting progressively worse.

Clara had always wanted me to have an attractive and functional desk for my study. She commissioned Mr. John Sterk, Jane's father-in-law, to make the one I now use --- Clara's final gift to me. She insisted that on July 11 I should go to Ottawa to receive a Canadian Teachers' Federation Special Recognition Award and, for my return two days later, had arranged a little welcoming party of family and close friends.

Only the month of July was not represented by the stones of Clara's family ring. When Shannon Marie Coutts was born (July 4, 1977), I had a July birthstone added as my final gift to Clara. After her death I gave the ring to Shannon as the one who had completed her grandmother's circle.

We had promised Clara that she would not be sent to a hospital, but that she would be cared for in her own home (which she loved) and by her family. All members of the family rallied to make her final days as comfortable as possible. George returned from Victoria and he and I kept a watchful vigil day and night with assistance and relief from a special nurse for two nights and from family members individually or in teams. Douglas was constant in his care. Death came on August 4 --- a release for Clara from the pain of an

incurable malady that an autopsy showed had spread throughout her body. At her request and mine her body was cremated. A memorial service in Knox-Metropolitan United Church, at which the Reverend Stuart McLeod and our good friend Dr. Henry Kreisel spoke, drew hundreds of Clara's friends and admirers in tribute to her warm personality, friendliness and unselfish service to and interest in others.

In October, Jane, Sid and Mildred Lindstedt, Elmo and Helen Swanson and I scattered Clara's ashes in the Foothills west of Claresholm while we listened to a tape of two-piano selections which had earlier been recorded as she had played them with her musical friends.

Clara will be remembered by her family and friends and by me with whom she shared life's journey for nearly thirty-nine years. As a tangible memorial, her friends, her family and I have provided the Clara A. Coutts Memorial Award each year, beginning in 1978, to the winner of the senior piano class in the Alberta Music Festival in which the recipient also receives the Gladys Egbert Trophy of Remembrance.

A Year of Readjustment

Immediately following Clara's death, John, Darryl and Lindsay Sterk and I set out by plane for Maui while Jane remained behind to write summer session examinations. There is nothing like two small boys (Darryl was four and Lindsay not yet two) to keep one's mind and thoughts on the present. Soon Jane joined us and together we papered the walls of the condominium unit that the Francis Saville and the John Sterk families owned jointly. For ten days we relaxed, swam and read. I tried to settle down and adjust to the fact

that I would be alone when I returned to Edmonton --- or almost so, since Tom, who would be attending St. Mary's Salesian School for a second year, would be with me each week end. He was a great help and provided an important interest.

During the fall I had to complete one of the reports on the Cardston School Division Language Arts Improvement Program --- an activity that took considerable time and energy.

After a family Christmas in Edmonton, I set out with Stan and Eleanor Clarke for the Tri Palm Estates. Travelling in the Clarke New Yorker, Stan and I shared the driving, he doing the morning shift and I, while he slept, the afternoon one. Arriving at Thousand Palms I was the guest of Bernal and Ruby Walker for the month of January. During that month we played golf and bridge, swam, visited and dined out. Sid and Mildred Lindstedt came from Los Angeles for a day or two to add to the enjoyment of the occasion. My closest friends were all together and did much as they had at home to assist me and to provide affection and understanding. While I was with the Walkers during that January I crafted a wall hanging for Alice Polley with whom I had dined once or twice before Christmas and with whom I continued to correspond while I was in California.

After I returned to Edmonton, Alice and I began to attend more and more activities together through the spring and summer of 1978. She attended with George and Wilma, who had flown from Victoria to Calgary, the Lindstedts and others the official naming of the H.T. Coutts School in Claresholm in June of that year. Together we attended a drama festival in Vancouver and a joint reception and dinner, the first given under the auspices of Governor-General Jules Leger and the latter of Lieutenant-Governor Ralph Steinhauer, for Members of the Order of Canada from Alberta and Saskatchewan. This

event was held on August 6, 1978, during the period of the Commonwealth Games.

Memoirs

My parents had told me very little about their families and their own lives. I decided to write these memoirs, largely for my own family, and had five chapters completed in 1977. I found it difficult to return to them until recently when I completed chapters six through fourteen. Space did not permit me to tell nearly all that I might have done nor have I always been frank about my personal weaknesses and my secret inner thoughts. Nor have I stressed nearly enough how much my family has meant to me and how proud I am of their successes.

These memoirs are supplemented by a number of appendices which I hope will be of some interest to my readers. Later I may prepare additional monographs about some of the special stops on my journey. I am unsure of their importance and of the ultimate disposition of them --- and of the many slides, flat pictures, and clippings in my collection.

I am indebted to Dean W. H. Worth for making it possible for me to place these memoirs on the University of Alberta computer. That has made the task much easier and more satisfying.

CHAPTER XIV

NEW DESTINATIONS
1978-

On September 23, 1978, Alice Polley and I were married in the presence of our blended family and a few close friends in a quiet wedding ceremony in our home.

Although Alice had graduated from high school in 1930, she continued to enrich her background by enrolling in further secondary level courses and by pursuing musical interests in piano and voice. Following completion of teacher preparation at the Edmonton Normal School in 1935-36, she taught successively at the Namaka two-room school near Strathmore, at Leduc and in Edmonton. On October 18, 1941, Alice married Arthur Polley, a teacher who had enlisted in the R.C.A.F. for training as a pilot. Together he and Alice lived for short periods of time at Trenton and at Brandon. It was while serving as an instructor at Brandon that Arthur Polley was killed in an unfortunate air accident in 1942. Following the birth of their daughter Beverley on August 23, 1943, Alice returned to teaching in the Bassano and Strathmore environs before attending the University of Alberta to complete B.Ed. degree studies in 1950 with specialization in drama and music. Alice served on the staff of the Edmonton Public Schools from 1950 to 1963 and again from 1965 to 1969, variously at Garneau, University High, Old Strathcona and Bonnie Doon schools. Between 1963 and 1965, she completed the M.F.A. (Drama) degree program at the University of Texas (Austin). From 1969 until her retirement in 1978, Alice had served as Senior Drama Consultant with the Alberta Department of Culture.

Alice had been a student of mine in the Faculty of Education when she was enrolled at the University of Alberta. Her daughter Beverley had on two occasions been a pianoforte pupil of Clara. Having met fortuitously at a party at the home of Bob and Isabel Pounder, Alice and I decided that we would enjoy continuing life's journey together.

Following our marriage, we flew to Quebec City, ostensibly for me to receive the Whitworth Award for Research in Education and to attend meetings of the Canadian Education Association, but chiefly for Alice and me to have a short honeymoon. Following the CEA convention we rented a car and drove along the north shore of the St. Lawrence River through a riot of fall colors --- red, orange, yellow and brown --- to Montreal, Kingston and Toronto, attending the Ballet Folklorica in Montreal, visiting Don and Helen Moffatt in Kingston and Andrew and Lucille Garrett in Toronto before flying home.

In December 1978 Alice and I drove from Edmonton to Victoria, British Columbia, to spend Christmas at the Oak Bay Beach Hotel, to call on Beverley and her family en route, to visit with George and Wilma, to call on a few long-standing friends, to attend the theatre and, on Christmas eve, a service in the Anglican Cathedral.

In February 1979 Alice and I spent four weeks in Hawaii divided between Maui and Oahu. On Maui we stayed in a condominium unit through courtesy of John and Jane. We were joined for part of our stay there by Mary Donaldson, a Texas friend of Alice. While on Maui it became necessary to have the motor of John and Jane's Toyota rebuilt, an unexpected damper on our holiday. But we soon regained our equanimity and enjoyed swimming, walking, reading, relaxing and visiting friends: the Don Camerons, the Keith Thomsons



ALICE E. COUTTS

and several of Alice's Walls cousins. Moving to Honolulu we toured Oahu, mostly by public transit, seeing again sights each of us had visited independent of one another during former trips.

From January 25 to March 25, 1980, we travelled with Ed and Joan Greene on a self-planned holiday that took us to Hong Kong, Bangkok, Singapore, Bali, Eastern Australia (Melbourne, Sydney, Canberra and the Gold Coast), New Zealand (where we visited with Alice's brother Jack Garrett in Christchurch, took a seven-day tour of the South Island and made a quick visit to Rotorua), to Fiji (for rest and relaxation) and Hawaii (where we spent three days in Honolulu and three with George and Wilma at Pukalani on Maui). George and Wilma had moved from Victoria to Hawaii in 1979 and had settled near Kahului where George is a partner of Thayer and Associates, an accounting firm, and where Wilma pursues her interest in ceramics. We kept a complete illustrated record of our 1980 trip. That four-volume story of our travels brings back pleasant memories.

When Alice and I were married, she "inherited" my already blended family of five children, their spouses and my (then) fourteen grandchildren with their wide range of ages. In turn I added to my family Alice's daughter Beverley and her family. This added four grandsons: David, Robin, Thomas and Matthew Reid, bringing our total to eighteen. In December 1980 this number was further increased to nineteen when George and Wilma adopted a year-old Korean daughter whom they named Akemi Kehaulani Clara Coutts. The Akemi, they tell us, in Japanese means "bright and beautiful". Our observation is that Akemi is correctly named.

We visit Beverley and her family from time to time and delight in the activities of David, Robin, Thomas and Matthew --- each an interesting personality with a

variety of skills and interests. And once in a while the boys visit us.

We have established the custom of inviting as many of our Alberta-based family as can come to a Christmas or pre-Christmas dinner party and at various times entertain them family by family. They, in turn, invite us to dinner or in other ways keep in touch with us. Our grandson Tom, who lived with us until we went on our trip to the Far East, moved first to live with Douglas and Sheila, but more recently shares an apartment with one of the friends he made while attending St. Mary's Salesian School. Now approaching twenty years of age, Tom is moving toward self-reliance and independence --- both a necessary part of maturation.

We are constantly being asked what we do in this phase of our retirement. Whatever it is, there are no dull moments. Alice maintains active membership in a number of drama organizations and in the PEO. In addition she adjudicates at speech and drama festivals in British Columbia, Alberta and Saskatchewan and on occasion examines candidates for qualifications in speech. While I maintain nominal membership in a number of professional organizations and attend some meetings (both local and national), I no longer participate actively in their affairs. I continue my interest in the Rotary Club of Edmonton whose programs and activities I find rewarding and satisfying. I play a little, write more and read most. Together Alice and I attend symphony concerts and drama productions and watch (probably too much) television offerings: sports, drama and news. Beyond this, we entertain our friends and are entertained by them.

During this part of the journey, my friends and colleagues have remembered and honored me by naming a Claresholm school the H. T. Coutts School, by renaming

TWO OPENINGS



CLARESHOLM, ALBERTA
1978



FACULTY OF EDUCATION
THE UNIVERSITY OF ALBERTA
1979

the library in the Education Centre at the University of Alberta the Herbert T. Coutts Library and by having the University confer on me its Honorary Doctor of Laws degree. I am appreciative of these and of the associations Alice and I have with family and friends.

This story has been long in the writing. This, my seventy-fourth birthday, seems an appropriate time to stop.

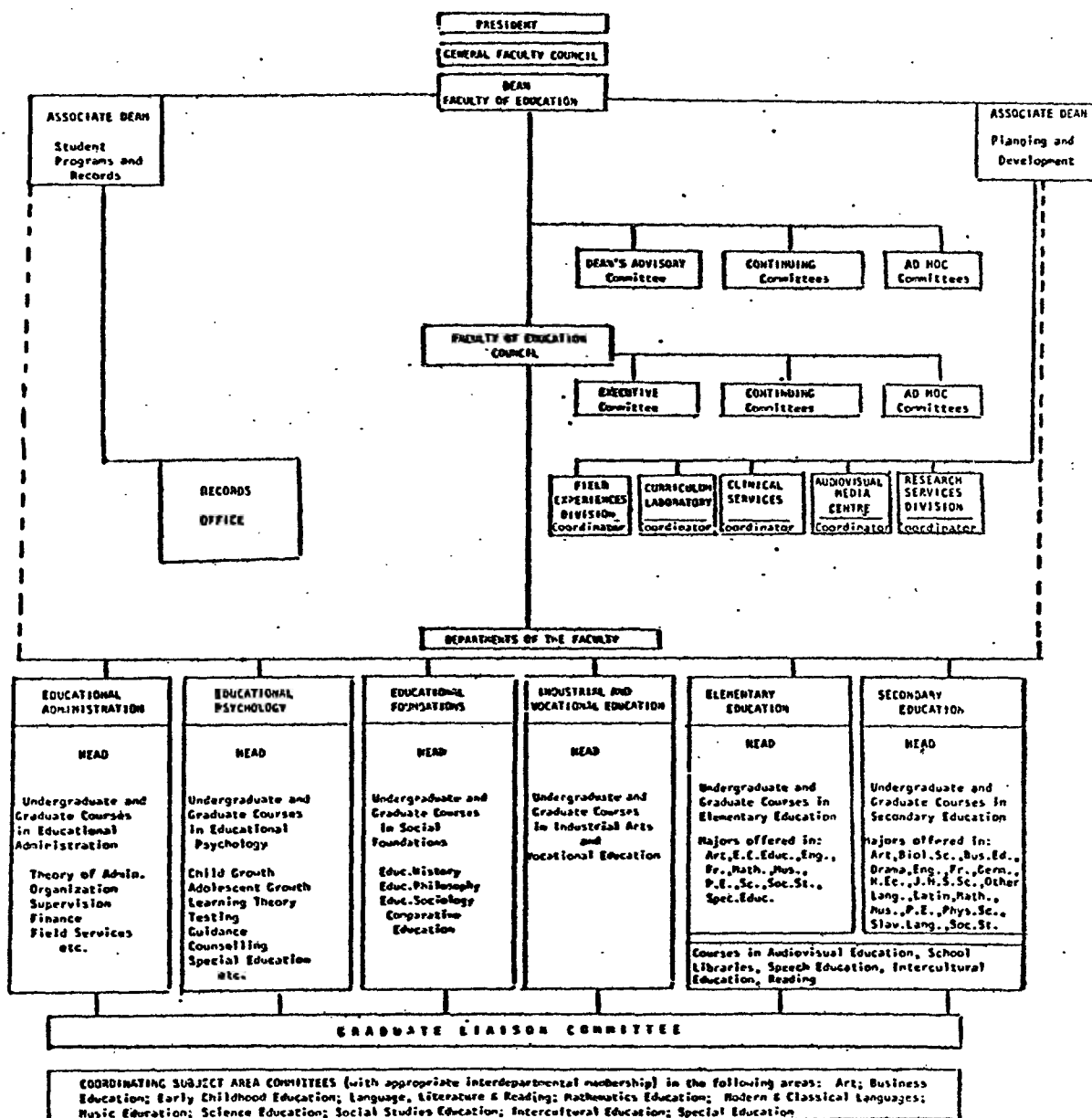
But the journey continues.

Edmonton, Alberta
February 9, 1981
Herbert T. Coutts

APPENDIX A

Organization Chart: Faculty of Education
1972

UNIVERSITY OF ALBERTA --- FACULTY OF EDUCATION



APPENDIX B

Personal Data

FORMAL EDUCATION

Elementary School

Georgetown, Ontario	1913 - 15
Utopia, Ontario	1915 - 16
Georgetown, Ontario	1916 - 19
(To November 1919)	
Calgary, Alberta (Connaught School)	1919 - 20
(November 1919 to April 1920)	
Elbow River S. D. No. 999	1920
(April 1920 to June 1920)	

Secondary School

Claresholm, Alberta	1920 - 24
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Normal School

Calgary Normal School	1924 - 25
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University

Queen's University (Correspondence and Summer School) ...	1929 - 31
The University of Alberta (Summer Sessions) ..	1931 - 32
University of Toronto (Victoria College)	1933 - 35
B.A. with Honor Standing and Prince of Wales Silver Medal	1935
The University of Alberta (Summer Sessions and Correspondence)	1936 - 42
M.A.	1942
University of Minnesota (March through August 1948 and 1949)	1948 & 49
Ph.D.	1950

FULL-TIME EMPLOYMENT

Stimson School District No. 2615	1925 - 26
Claresholm View School District No. 1871	1926 - 28
Star Line School District No. 1005	1928 - 30
Stavely School District No. 944	1930 - 33
Teacher and Principal	
Claresholm School District No. 764	1935 - 39
Teacher and High School Assistant	
Claresholm School District No. 764	1939 - 43
Teacher and Principal	
Wainwright School Division No. 32	1943 - 46
Superintendent & Inspector of Schools	
Faculty of Education, The University of Alberta	1946 - 51
Associate Professor	
Faculty of Education, The University of Alberta	1951 - 72
Professor	
Faculty of Education, The University of Alberta	1950 - 55
Chairman Division of Secondary Education	
Faculty of Education, The University of Alberta	1955 - 72
Dean of the Faculty	

SOME HONORS RECEIVED

ACADEMIC

Victoria College, University of Toronto

- 1933-34 Hamilton Fisk Biggar Scholarship in Pass Arts
(Second Year)
- 1933-34 Webster Prize in Pass English (Second Year)
- 1934-35 Prince of Wales Silver Medal in Pass Arts in the
Graduating Year.

The University of Alberta

- 1938 School of Education: High School Teacher's Diploma
with First Class General Standing.

PROFESSIONAL

- 1966 Fellow of the Canadian College of Teachers
- 1967 Canadian Centennial Medal
- 1968 Distinguished Service Award of the Council on School
Administration of the Alberta Teachers' Association
- 1968 Doctor of Laws (Honoris Causa), Memorial University
of Newfoundland
- 1972 Emeritus Professor and Dean of Education (Retired)
of the University of Alberta
- 1972 Emeritus Member of Phi Delta Kappa
- 1972 Honorary Life Member of the Canadian Education
Association
- 1972 Honorary Life Member of the Alberta Teachers'
Association
- 1973 University of Alberta Alumni Golden Jubilee Award
- 1974 Member of the Order of Canada
- 1975 Honorary Member of the Board of Governors of the
Western Industrial Research and Training Centre
- 1975 Province of Alberta Achievement Award for Excellence
in the Field of Education
- 1976 Honorary Life Member of the Canadian Vocational
Association
- 1976 The George Croskery Memorial Award of the Canadian
College of Teachers

- 1977 The Canadian Teachers' Federation Special Recognition Award in Recognition of Outstanding Service to Education and the Teaching Profession at the Inter-Provincial, National and International Levels.
- 1977 The Queen Elizabeth II Silver Anniversary Medal and Scroll.
- 1977 The Commemorative Cover and Stamp on the Tenth Anniversary of the Founding of the Order of Canada.
- 1978 The former Claresholm High School renamed the H. T. Coutts School.
- 1978 The CEA Whitworth Award for Distinguished Contributions to Educational Research.
- 1979 The Education Library at the University of Alberta renamed the Herbert T. Coutts Library.
- 1979 Doctor of Laws (Honoris Causa) conferred by the University of Alberta.

OTHER

- 1972 Citation for Community Service to the United Way of Edmonton (Education Division).
- 1972 "Thank You" Certificate from the Edmonton YMCA for service on its Board and its Board Executive.
- 1979 Plaque from Foothills Rebekah Lodge No. 105 in recognition of fifty years of membership.
- 1980 Honorary Membership in and a Certificate of Commendation from Epsilon Pi Tau (Omicron Field Chapter), a fraternity of contributors to industrial and vocational education, for service to that field in past years.
- 1981 Named a Paul Harris Fellow by Rotary International on recommendation of the Rotary Club of Edmonton.

SOME ORGANIZATIONS SERVED

CHURCH

Claresholm: Methodist and later United Church Sunday School teacher.

Edmonton: Metropolitan United Church Sunday School superintendent and, for a time, a member of the Official Board.

LODGES

Claresholm: Member of Foothill Lodge I.O.O.F. No. 13 since 1925 and a Past Noble Grand. Inactive in recent years.

Claresholm: A charter member of Foothill Rebekah Lodge No. 105 and a continuing member since 1929. Inactive in recent years.

COMMUNITY

Claresholm: Member of the Claresholm Men's Club and its president designate in 1943. Resigned on moving to Wainwright in that year.

Claresholm: Leadership role in the Air Cadet Unit.

Wainwright: Leadership role in the Sea Cadet Movement.

Edmonton: Chairman of the Education Division of the United Way, 1972.

Edmonton: Board member (six years) and Executive member (three years) of the Young Men's Christian Association.

PROFESSIONAL

Edmonton: Member (since 1947) and president (1955-56) of the Education Society of Edmonton.

Edmonton: The M. E. LaZerte-Edmonton Chapter of the Canadian College of Teachers.

Edmonton: The University of Alberta Chapter of Phi Delta Kappa.

Minneapolis: Eta Chapter of P.D.K. from 1948 until the the University of Alberta Chapter was formed.

General: Member of the Special International Committee on the future of P.D.K.

- General: Emeritus member of P.D.K.
- General: Member of the Council of the Canadian College of Teachers, 1969 - 75
- General: Member of the Canadian Education Association since 1951, member of its Board of Directors for a number of years, and its president in 1965 -66.
- General: Member of the Canadian Society for the Study of Education since its inception and its first president (1972 - 74).

RETIREMENT ACTIVITIES

President of the Canadian Society for the
Study of Education1972 - 74

Overseer of the Secretariat and Publication Program
of the C.S.S.E. 1972 - 74

Consultant for the Edmonton Consulting Associates . 1974 - 75

Consultant for the Cardston School Division No. 2
on the Evaluation of its Language
Arts Improvement Program 1975 - 78

Participant in Various Research Studies, Meetings,
Editorial Assignments 1972 -

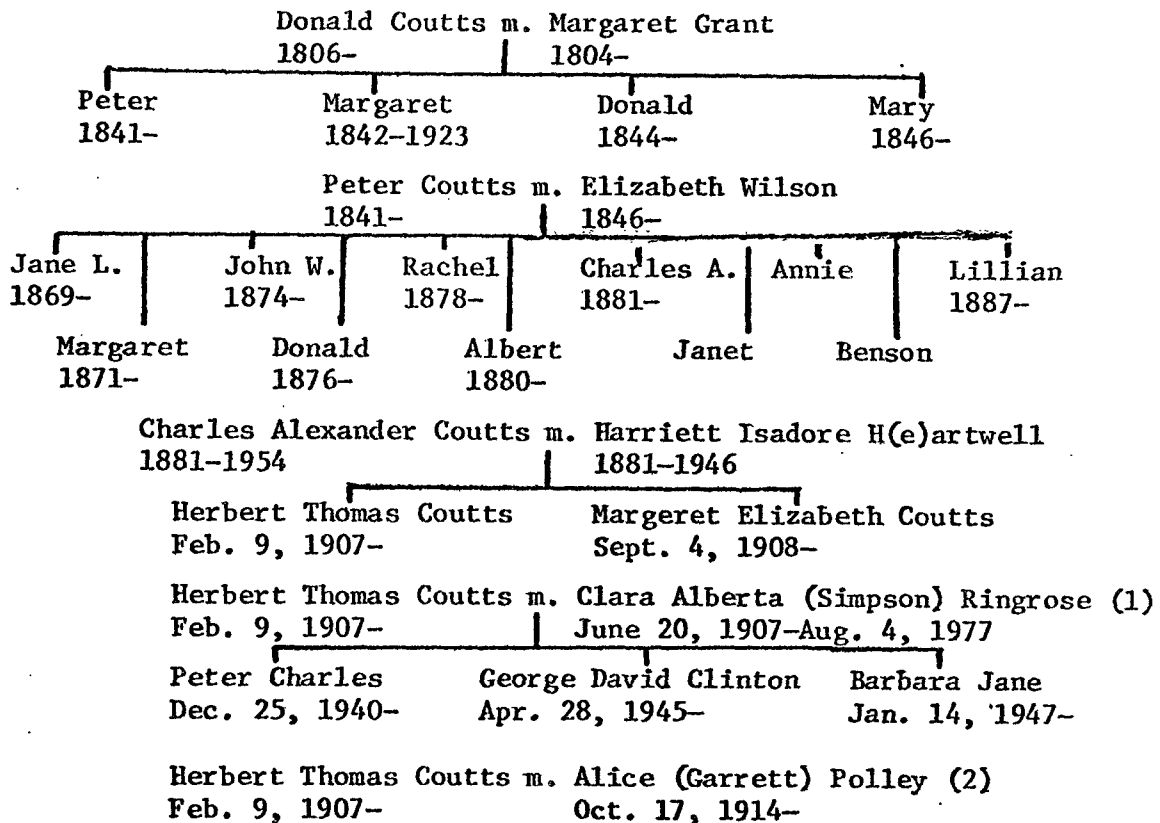
Personal Reading and Writing 1972 -

PUBLICATIONS

1. With John W. Chalmers, the Prose and Poetry for Canadians Series (J.M.Dent and Sons Canada Ltd.) for use in Junior High School grades, together with a teacher's guidebook and a set of workbooks:
 - Journeys (1951) for use in Grade VII
 - Adventures (1951) for use in Grade VIII
 - Enjoyment (1951) for use in Grade IX
 - Landmarks (1951), the teacher's guidebook for the above.
2. With John W. Chalmers, the Safaris Series of literature textbooks (J.M.Dent and Sons Canada Ltd.) for use in Junior High School grades, with teaching suggestions included in special teachers' editions:
 - Safaris 1 (1968) for use in Grade VII
 - Safaris 2 (1969) for use in Grade VIII
 - Safaris 3 (1970) for use in Grade IX.
3. With John W. Chalmers, M. D. Meade, W. D. Waddell, F. M. Salter and D. M. Sullivan a textbook for use in English classes in Grade XII:
 - Thought and Expression, Longmans Canada Ltd.
4. With Bernal E. Walker, G. Fred (J.M.Dent and Sons Canada Ltd.), The Story of G. Fred McNally.
5. As consulting editor with W. H. Swift, Educational Administration in Canada: A Memorial to A. W. Reeves (Macmillan of Canada, Toronto, 1970).
6. Various research studies in cooperation, at various times, with S.C.T. Clarke, Myer Horowitz, K. W. Bride, J. S. Hrabl, and W. H. Worth.
7. Articles in books, periodicals and monographs. (Most of these have been reproduced and bound in a single volume to be found in the University of Alberta Archives.)
8. Unpublished speeches. (These two have been reproduced and bound or are in single copy additions to be found in the University of Alberta Archives.)
9. A History of Les Amies Dance Club on the occasion of its sixtieth anniversary, 1981-82.

APPENDIX C

My Paternal Background

MY PATERNAL BACKGROUND

(A) Douglas Ringrose
m.
Clara Alberta Simpson

Douglas Ringrose Aug. 20, 1928- Edward Ringrose Jan. 28, 1930

(B) Arthur Polley
m.
Alice Garrett

Beverley Polley Aug. 23, 1942-

My great-grandfather, Donald Coutts, was born in Scotland, my grandfather, Peter Coutts, in Upper Canada (Ontario). On December twenty-six, 1938, I married Clara Alberta (Simpson) Ringrose whose previous husband had died in 1930. On September twenty-third, 1978, I married Alice (Garrett) Polley whose previous husband had been killed in an air accident during World War II.

MY PATERNAL BACKGROUND

My knowledge about my father's family is limited, incomplete and, in some instances, unverified. I have depended upon two major sources: first, the enumeration lists of Kent County, Ontario, for 1841, 1861 and 1881; second, information given in a letter from my cousin Maude (Donovan) Wade, daughter of my father's sister Rachel.

It is clear that my great-grandfather, Donald Coutts, migrated from Scotland (near Aberdeen) and that he had married a Margaret Grant. They had four children: Peter, Margaret, Donald and Mary. Peter, my grandfather, was dead before I was born. Margaret, whom I knew as Aunt Maggie, lived in Chatham, Ontario, where my mother, sister and I visited her sometime before 1919. Of Donald I know nothing except that he had two children: Charles and Birdie. Of Mary I know only that she married a William Stowe.

My grandfather, Peter Coutts, married Elizabeth Wilson. Both of their names appear on the enumeration lists for 1841 and 1861 and 1881. They had a large family of eleven children: Jane, Margaret, John, Donald, Rachel, Albert, Charles, Janet, Annie, Benson and Lillian. Jane married Tiffany Hartwell, a cousin of my mother. On Jane's early death, Tiffany married Margaret. They had three daughters and one son: Elizabeth (Wilson), Maggie (Caswell), Eva (Gillard) and George. I knew all but George. John Wilson Coutts moved early to Western Canada, where he lived successively in Calgary, Drumheller and Claresholm. He worked with my father for many years, living in our home until after the death of my mother and latterly with my Uncle Benson Coutts and his family in Claresholm. John was never married. Donald was killed in a construction

accident in Seattle. Rachel married James Donovan. They had two children: Maude (Maudie) (Wade) and Winnifred (Winnie) (Kovitch). Maudie lived most of her life in Kalamazoo, Michigan, where she still lives. Winnie lived successively in Ohio and before her death in 1980 in DeLand, Florida. Maudie had no children, Winnie one son. Albert died early in life. Charles Alexander Coutts was my father. Of Janet I know nothing. Annie (an overweight person) spent most of her life in and around Claresholm where she died. Benson Arnold Coutts was a handsome young man who, like my father, trained as a plumber and tinsmith. After living with us in Georgetown, Ontario, for a time, he moved west in 1913, later joined the Canadian army and served in France during World War I in which he was wounded. He returned from overseas with a Scottish bride, Nora Stewart. They had two sons and four daughters: Benson (a tailgunner killed during World War II), Stewart (killed in a motor accident), Nora, Jessie, Madeline and Marjorie. The Benson Coutts family lived in Claresholm. Lillian married Fred Bastian. They had a large family of whom I knew Dorothy best. Lillian remarried after the death of Fred. She used to write interesting letters to me from time to time until her death. She and her family lived in and around Holland, Michigan, where Lillian's major interest was her family.

My father, Charles Alexander Coutts, early moved to Hamilton, Ontario, where he apprenticed as a plumber and tinsmith and was active in the Trades and Labor Council and in the Methodist Church. He boarded with Tiffany Hartwell's sister, Dora Fenton. Through this connection he met my mother whom he married in 1904. After renting

housing for a time , they built a cottage in West Hamilton, but soon moved to Georgetown where my mother's family lived. Except for a one year's venture in making field tile near Utopia (close to Angus and Barrie), the family remained in Georgetown until we moved west in 1919, first to Calgary, then to Claresholm. My parents had two children: my sister, Margaret Elizabeth (Olson) and me. My father was active in church work, in the I.O.O.F., in politics with a leftist set of convictions, and in community activities. My mother was active also in church work, in the Women's Christian Temperance Union, in the Rebekah Lodge, and in the welfare of her family. She was a gentle and refined woman whose interests, though centred in her family, went far beyond it.

In 1938, when I was thirty-one, I married Clara Alberta (Simpson) Ringrose, a widow with two small boys: Douglas (10) and Edward (8). As Clara Simpson, she had attended the Claresholm High School at the same time as I. Clara and I added two more sons and one daughter to our blended family: Peter (1940), George (1945) and Jane (1947). Clara was an excellent musician with credentials from the Royal Schools of Music (London) as a pianoforte performer and teacher. Music and her family were her main interests. She was generous with her talents until cancer caused her death in 1977.

A year later, I married Alice Elizabeth (Garrett) Polley, who had been one of my students at the University of Alberta in the early 1950's and whose daughter, Beverley, had taken music lessons from Clara on two separate occasions. Alice's former husband, Arthur Polley, had been killed in an air accident during World War II while serving in the

R.C.A.F. as a flying instructor near Brandon, Manitoba.
As of the time of writing, we have an accumulated family
of nineteen grandchildren.

The rest of the Coutts family story, I leave others
to tell.

Compiled and written by
Herbert T. Coutts
January, 1981

APPENDIX

My Mother's Paternal Background

MY MOTHERHAPPILY MARRIED

A very quiet but pleasant event took place at the home of Mrs. L. Hartwell, Guelph Street, on Wednesday afternoon October 19 [1904], when her youngest daughter Harriett I. in the presence of a few immediate relatives was united in marriage to Charles A. Coutts of Hamilton by Rev. H. A. Cook. The bride was unattended and was given away by her brother George Hartwell of Milton, and very sweet and girlish she looked in her pretty gown of white batiste trimmed with lace and insertion, wearing no ornaments but a spray of bride's roses and a dainty gold bracelet, the gift of the groom. After the ceremony, the guests adjourned to the dining room, where, at tables prettily decorated with fruit and flowers, the wedding supper was partaken of. The bride received many beautiful and useful presents. Mr. and Mrs. Coutts left on the evening train for a short trip west and, on their return, they will reside in Hamilton.

The above, probably an excerpt from the Georgetown Herald, was copied from a scrap book kept by my aunt, Mrs. George T. (Melissa) Hartwell.

H.T.C.

SUMMARY OF MY MOTHER'S PATERNAL ANTECEDENTS

- Generation 1: William Hartwell, born 1613.
- Generation 2: Samuel Hartwell, born 1648.
- Generation 3: William Hartwell, born 1671.
- Generation 4: Daniel Hartwell, born 1708.
- Generation 5: Sarah Hartwell, born 1736. Although she married Jeremiah Blood, their issue took the name Hartwell.
- Generation 6: Francis Hartwell, born 1768. Original name was Francis Hartwell Blood. See above.
- Generation 7: Oliver Tiffany Hartwell, born 1812.
- Generation 8: Lewis Hartwell, born 1836.
- Generation 9: Harriett Isadore H(e)artwell, born 1881.
- Generation 10: Herbert Thomas Coutts, born 1907.

Notes: Lewis Hartwell in generation 8 above was my grandfather.

Harriett Isadore H(e)artwell in generation 9 above was my mother.

H.T.C.

MY MOTHER'S PATERNAL ANTECEDENTS

ORIGINS OF THE RELATIONSHIP OF THE FAMILY OF JACOB SMITH TO
THE HARTWELL CONNECTION IN GENERATION SIX (ITEM 6 BELOW)

A. JACOB SMITH married ELIZABETH LEWIS

Jacob Smith of Sussex County, New Jersey (Sept. 9, 1739 - March 20, 1790) married Elizabeth Lewis (Oct. 13, 1741 - April 9, 1790). They moved to Canada in 1788 where Jacob received the Crown grant of lot 4, concession 1, Glanford, an area of 188 acres. (Patent dated March 15, 1780.) Both Jacob and Elizabeth were buried on their farm. Jacob and Elizabeth had the following family.

- A.1 NANCY ANN (Oct. 30, 1762 - Aug. 27, 1850) married
(1) Christopher Huffman, a son of Henry and Charity
Huffman, and (2) James McClary.
- A.2 LEWIS (June 10, 1764 - 1812) married Phoebe
Huffman.
- A.3 EDMUND (Feb. 24, 1766 - 1831) married Mary -----
(1772 - 1854).
- A.4 JACOB (Jan. 25, 1768 - 1843) married Susanna Beam
(Feb. 10, 1792), a daughter of Jacob Beam of Beamsville.
- A.5 ELIZABETH (OCT. 2, 1769 - 1872) married Chris Beam,
a son of Henry Beam and Lena Blankenburg.
- A.6 DAVID (March 30, 1771 - 1771).
- A.7 GODFREY (March 2, 1772 - 1790).
- A.8 AMOS (Mar. 4, 1774 - Dec. 4, 1840) married (1) Mary ----
(Aug. 3, 1787 - 1814), and (2) Charity ---- (1793 -
1862).
- A.9 MARY (March 13, 1776 - Jan. 13, 1851) married Francis
Hartwell (Aug. 5, 1768 - Oct. 6, 1851), a son of Jeremiah
Blood and Sarah Hartwell whose issue carried the name
Hartwell.
- A.10 CHARLOTTE (Oct. 20, 1779 - Jan. 13, 1858) married Jonathon
Wright (1777 - Jan. 17, 1858).
- A.11 GEORGE FREDRICK (Sept. 20, 1779 - Dec. 28, 1862) married
Elizabeth Richards (1782 - March 29, 1848).
- A.12 AMELIA (July 4, 1781 - Mar. 12, 1841).
- A.13 CHRISTINA (Nov. 4, 1783 -).
- A.14 MARTHA (Nov. 7, 1785 - July 18, 1842) married (1) Bela
Hibbard, and (2) Jacob Frasier (Nov. 27, 1781 - Apr. 22,
1854).

NOTE: A.9 above represents the relationship of the Jacob
Smith family with that of my Hartwell ancestors. The
data were provided by Marion Hartwell of Grimsby, Ont.

H.T.C.

My Mother's Paternal Antecedents

Fifth Generation

5. Jeremiah Blood (Sept., 1741 -) married Sarah Hartwell (Oct. 4, 1736 -). Jeremiah, son of John Blood and Sarah Coburn, was a revolutionary soldier of Bedford, Mass. Issue carried the name Blood.
- 5.1 Sarah Barras (Jan. 15, 1761 -) married Nov. 13, 1783 Benjamin Barron or Bairon.
- 5.2 Israel Meeds (Aug. 17, 1763 - Feb. 27, 1843) married Sarah, daughter of Joseph and Catherine (Hartwell) upton of Claremont, Mass.
- 5.3 Daniel Hartwell (Aug. 20, 1765 - Sept. 4, 1791).
- 5.4 Jeremiah (Sept. 13, 1767 -) was living in Deering, N.H. in 1806.
- 5.5 Francis Hartwell (Aug. 5, 1768 - Oct. 6, 1851) married Mary Smith, daughter of Jacob Smith and Elizabeth (Lewis) Smith. [See A.9 above].
- 5.6 Hannah (Aug. 31, 1771 -) was born in Lincoln, Mass.
- 5.7 Solomon (Sept. 23, 1775 - 1801 was born in Old Northampton, Mass.
- 5.8 Abraham (Oct. 26, 1776 - Aug. 8, 1778).
- 5.9 Sarah (April 22, 1786 - Feb. 1841) married in Burlington, Vermont to Newell Reed, son of Newell and Mary (Harrington) Reed.

Note: The above record from Roger D. Harris of Saubornville, N. H. was provided to me by my cousin Marion Hartwell of Grimsby, Ontario. Francis Hartwell Blood, 5.5 above, legally became Francis Hartwell [See 6 below].

H.T.C.

My Mother's Paternal Antecedents

Sixth Generation

- 6.5.5 Francis Hartwell [Blood] (Aug. 5, 1768 -)ct. 6, 1851)
married Mary Smith (Mar. 13, 1776 - May 13, 1851).
[See A.9 above]. Francis Hartwell Blood had permission
to change his name and took his mother's surname and
his own second name Hartwell.
- 6.5.5.1 Francis Abraham (Sept. 30,-1799 Sept. 15, 1862) married
Sarah Anna Kennedy, daughter of George and Sarah
Kennedy. [See my mother's maternal antecedents].
- 6.5.5.2 Jacob () married (1) Martha Ann Schooley, daughter of
Joseph Schooley and Susan (Case) Schooley, and
(2) Catherine ---.
- 6.5.5.3 Mary () married James Smith, son of Jacob Smith and
Rebecca (French) Smith.
- 6.5.5.4 Lovina (Mar. 20, 1806 -) married Philip Schafer, son
of Joseph Schafer and Margaret (Kribs) Schafer.
- 6.5.5.5 Irene (1807 -) married Benjamin Young. [See 7.6.5.5.5
below].
- 6.5.5.6 Vermelia () married John McDougall.
- 6.5.5.7 Oliver Tiffany (April 24, 1812 - July 10, 1864) married
Elizabeth Lenore Brown, daughter of Adam Brown and
Elizabeth Lenora (Urquhart) Brown.
- 6.5.5.8 Elizabeth (Mar. 17, 1822 - July 10, 1866) married Charles
Parke (1816 - Oct. 9, 1885). [See 7.6.5.5.8 below].

Note: In 1797, under the name Hartwell, Francis Hartwell [Blood] was owner of lot 6, concession 2, Glanford (near Hamilton, Ontario. Why the name change is not recorded. The data above were provided by my cousin Marion Hartwell, Grimsby, Ontario, who added that Margaret Kribs [See 6.5.5.4 above] was buried in the Seneca cemetery as reported by Margaret's granddaughter, Douglass Cummer at the time of Hamilton, Ontario. Those represented in 6.5.5.1, 6.5.5.2, 6.5.5.3, 6.5.5.4, 6.5.5.5, 6.5.5.6, and 6.5.5.8 were uncles and aunts of my grandfather, Lewis Hartwell [7.6.5.5.7.2 below], son of Oliver Tiffany Hartwell [6.5.5.7 above]. Oliver Tiffany Hartwell was my great grandfather.

H.T.C.

My Mother's Paternal Antecedents

Seventh Generation: Issue Hartwell

- 7.6.5.5.1 Francis Abraham Hartwell (Sept. 30, 1799 - Sept. 15, 1862) married Nov. 30, 1843 Sarah Ann Bedford, daughter of George and Sarah Kennedy (1823 - Mar. 27, 1884). Issue Hartwell.
- 7.6.5.5.1.1. George Kennedy (Nov. 6, 1844 - Dec. 17, 1897) married Kathryn McIntyre. No natural children, but adopted George Kennedy Hartwell, son of Tiffany Hartwell [See 7.6.5.5.1.3 and 8.7.6.5.5.1.3.4 below].
- 7.6.5.5.1.2 Emery (Apr. 1, 1846 - Mar. 29, 1933) married Mary Schaffer.
- 7.6.5.5.1.3 Tiffany (Aug. 13, 1847 -) married (1) Maggie Coutts, and (2) Jane Long Coutts. [See 8.7.6.5.5.1.3 below. Both Maggie and Jane Coutts would be my aunts on the paternal side of my family.
- 7.6.5.5.1.4 Isadora (March 30, 1849 - Jan. 22, 1934) married Phillip Fenton. There were two children: Joel Kennedy and Eda Louise [See 8.7.6.5.5.1.4 below]. I knew Isadora as Aunt Dora whom I visited in Hamilton, Ontario as a boy and again in 1933-34 when I was a student at the University of Toronto. I knew Ada Louise as Louie Little and her family with whom I keep in touch through her daughters Dora and Ruth Little. [See 9.8.7.6.5.5.1.4.1 and 9.8.7.6.5.5.1.4.2 below].
- 7.6.5.5.1.5 John (April 21, 1852 - Oct. 14, 1852).
- 7.6.5.5.1.6 Louisa (Sept. 20, 1853 - Feb. 20, 1912). Did not marry.
- 7.6.5.5.1.7 Abraham (June 19, 1855 -)
- 7.6.5.5.1.8 James Lewis (June 7, 1859 - Dec. 2, 1911). Did not marry.
- 7.6.5.5.1.9 Joel Francis (Sept. 22, 1862 -).

Note: The above information was provided to me by my cousin Marion Hartwell of Grimsby, Ontario. I have tried to keep it to show interrelationships. My purpose was to clarify in my own mind what some of those interrelationships were, particularly concerning those family members whom I knew either directly or by word of mouth.

H.T.C.

My Mother's Paternal Antecedents

Seventh Generation:

7.6.5.5.2 Jacob Hartwell
[No entry].

Seventh Generation: Issue Smith

7.6.5.5.3 Mary Hartwell (Mar. 21, 1803 - April 15, 1875) married
Mar 4, 1834 James Smith (1807 - 1852), son of Jacob
Smith and Rebecca (French) Smith. Issue Smith.

7.6.5.5.3.1 William married a Miss Sovereign.

7.6.5.5.3.2 David

7.6.5.5.3.3 James married a Miss Leckie.

7.6.5.5.3.4 Elijah (June 23, 1845 - Feb. 7, 1912. Issue Clarence
Smith.

7.6.5.5.3.5 Marilla (June 11, 1848 - Oct. 9, 1884) married a Joseph
Biggar.

7.6.5.5.3.6 Ethelenda married a James Pettit.

7.6.5.5.3.7 Rebecca married a John McNeilly.

Note: There are no entries for this branch of the family
in this summary beyond the seventh generation.

H.T.C.

Seventh Generation

8.6.5.5.4 Lovina Hartwell
[No entry].

My Mother's Paternal Antecedents

Seventh Generation: Issue Young

- 7.6.5.5.5 Irene Hartwell (1807 -) [See 6.5.5.5 above]
married Benjamin Young. Issue Young.
- 7.6.5.5.5.1 Abner Smith Young
- 7.6.5.5.5.2 Benjamin Franklin Young [See 8.7.6.5.5.2 below]
- 7.6.5.5.5.3 Abraham Tiffany Young (Aug. 9, 1841 - Dec. 28, 1940)
married Sarah M. Stubbs (died Mar.12, 1888. No
children.
- 7.6.5.5.5.4 Mary Isabel Young (Aug. 9, 1841 -- twin of Abraham.
- 7.6.5.5.5.5 William Henry Young
- 7.6.5.5.5.6 Israel Young married Edith Matilda Schafer on
October 14, 1867.
- 7.6.5.5.5.7 Hannah Young.
- 7.6.5.5.5.8 Francis Young.
- 7.6.5.5.5.9 Margaret Almeda Young (1851 -) married Aug. 27,
1877 William Crowley. No children.

Note: The Issue Young is carried in this record
only for 7.6.5.5.5.2, Benjamin Franklin
Young and only as far as the eighth gener-
ation.

Seventh Generation:

- 7.6.5.5.6 Vermelia Hartwell married John McDougall.
No entry in this record.

My Mother's Paternal Antecedents

Seventh Generation: Issue Hartwell

- 7.6.5.5.7 Oliver Tiffany Hartwell (April 24, 1812 - Jan. 25, 1884)
married Elizabeth Lenora Brown, Daughter of Adam
Brown and Lenora (Urquart) Brown. Issue Hartwell.
- 7.6.5.5.7.1 Adam (Oct. 1834 --- died at 5 months).
- 7.6.5.5.7.2 Lewis (Jan. 30, 1836 - Feb. 1904) married Jan. 13, 1863
Barbara Elizabeth Kennedy (Jan. 1, 1836 - Oct. 10, 1915).
[These were my maternal grandparents].
- 7.6.5.5.7.3 Abraham (Aug. 14, 1839 -).
- 7.6.5.5.7.4 Angelina (Aug. 14, 1839 -).
- 7.6.5.5.7.5 Francis (April 1841 - 1850)
- 7.6.5.5.7.6 Harriett Maria (Nov. 20, 1843 -).
- 7.6.5.5.7.7 Mary Ann (June 30, 1847 - Nov. 25, 1928) married
Thomas Emerson (died Mar. 17, 1926). No children.
- 7.6.5.5.7.8 Oliver Tiffany, M.D. (Feb. 12, 1849 - Jan. 13, 1885)
married Isabella Murray in Feb. 1876. They had
two sons: William and Murray.

Seventh Generation: Issue Parke

- 7.6.5.5.8 Elizabeth Hartwell (Mar. 17, 1822 - July 10, 1866)
married Charles Parke (1816 - Oct. 9, 1885), a
native of England. Issue Parke.
- 7.6.5.5.8.1 Edmund F. (Nov. 26, 1842 - Apr. 13, 1913).
- 7.6.5.5.8.2 Elizabeth (Dec. 19, 1845 - Nov. 29, 1903). Did not
marry.
- 7.6.5.5.8.3 Esther (1848 - Jan. 3, 1911) married James Stubbs
(1847 - Feb. 13, 1874).
- 7.6.5.5.8.4 Abraham John (July 6, 1854 - June 9, 1867).
- 7.6.5.5.8.5 James P. (June 17, 1860 - May 24, 1914).
- 7.6.5.5.8.6 Julia () married Matthew Henry Little (his
second wife). She was the step-mother of Bert
Little who married Eda Louise Fenton. [See
8.7.6.5.5.1.4.2 below].
- 7.6.5.5.8.7 William Tiffany, M.D.. No further entry in this record.
- 7.6.5.5.8.8 Mary married William Stubbs, a son of Thomas and
Eleanor Stubbs.
- 7.6.5.5.8.9 Samuel. No further entry in this record.
- 7.6.5.5.8.10 Charles, sheriff of Wiarton County, Ontario, at
one time.
- 7.6.5.5.8.11 Harriett. No further entry in this record.

Note: There are no further entries in this record
beyond this seventh generation. The relev-
ance is in 7.6.5.5.8.6 above. The member of this
seventh generation were first cousins of my
grandfather, Lewis Hartwell.

My Mother's Paternal Antecedents

Eighth Generation: Hartwell

8.7.6.5.5.1.1 George Kennedy Hartwell (Nov. 6, 1844 - Dec. 17, 1897) married Kathryn McIntyre. No natural children.

Eighth Generation: Hartwell

8.7.6.5.5.1.2 Emery Hartwell (Apr. 1, 1846 - July 10, 1909).
married Mary Schaffer. Lived in Guelph, Ontario.
Issue Hartwell.

8.7.6.5.5.1.2.1 Ella Louise.

8.7.6.5.5.1.2.2 Lillian.

8.7.6.5.5.1.2.3 Willaim Tiffany.

8.7.6.5.5.1.2.4 Jennie married a James Dunn. No children.

8.7.6.5.5.1.2.5 Charles.

8.7.6.5.5.1.2.6 Annie Marion.

8.7.6.5.5.1.2.7 Harvey.

8.7.6.5.5.1.2.8 Grace. Unmarried. Died at age 19.

My Mother's Paternal Antecedents

Eighth Generation: Hartwell [See 7.6.5.5.1.3 above].

- 8.7.6.5.5.1.3 Tiffany Hartwell (Aug. 13, 1847 - mar. 29, 1933)
married (1) Maggie Coutts, and (2) Jane Long
Coutts (Nov. 6, 1868 - Nov. 27, 1897). These
wives were sisters of my father. H.T.C.
- 8.7.6.5.5.1.3.1 Elizabeth Gertrude Hartwell (Mar. 15, 1892 -)
married Oct. 1909 Charles Wilson. One adopted
daughter.
- 8.7.6.5.5.1.3.2 Maggie May Hartwell (Apr. 7, 1894 - Sept. 3, 1940)
married Dec. 16, 1916 Gordon S. Caswell. Lived
on a farm near Sibbald, Alberta. Issue Caswell.
- 8.7.6.5.5.1.3.3 Eva Violet Hartwell (Jan. 16, 1896 -) married
June 14, 1944 Bryce Gillard (Nov. 8, 1875 -).
Eva was nurse who, for a time lived with my
parents in Claresholm (where she nursed in
the local hospital) and later, following the
deaths of Maggie and Bryce, moved to the
Caswell farm where she later died.
- 8.7.6.5.5.1.3.4 George Kennedy Hartwell (Nov. 23, 1897 -).
His mother have died following his birth, George
was reared by the family of George and
Katherine Hartwell [7.6.5.5.1.1]. Geore
Kennedy Hartwell married Nov. 20, 1920
Katharine Reid (Dec. 4, 1897 -).

Note: No further entry is made in this record
of this branch of the family. I did
know Tiffany, Maggie, Elizabeth and Eva,
but not George. I also knew some of the
Caswell family and have, in my files,
data concerning them as well as the
daughter of Elizabeth.

H.T.C.

My Mother's Paternal Antecedents

Eighth Generation: Fenton

- 8.7.6.5.5.1.4 Isadora Hartwell (Mar. 30, 1849 - Jan. 22, 1934)
married Phillip King Fenton. Issue Fenton.
- 8.7.6.5.5.1.4.1 Joel Kennedy Fenton married Myrtle McArthur.
They had two children [See ninth generation].
Joel died young. I knew Myrtle and her
children when I attended the University of Toronto
(1933-35). Myrtle loaned me a gown for my
graduation.
- 8.7.6.5.5.1.4.2 Eda Louise Fenton () married Bert
M. Little. With my mother, I visited the
Little family in Hamilton when I was a boy.
I visited there again in 1933-35 and on a
subsequent drive to Ontario in the 1950's.

H.T.C.

Eighth Generation: Hartwell

- 8.7.6.5.5.1.7 Abraham Hartwell (June 19, 1855 - Nov. 5, 1932)
married Mary Dalgliesh. Issue Hartwell.
- 8.7.6.5.5.1.7.1 William Tiffany.
- 8.7.6.5.5.1.7.2 Sarah Bell
- 8.7.6.5.5.1.7.3 Aramena Louise

Note: I may have met some members of this
branch of the family in Alberta.

Eighth Generation: Hartwell

- 8.7.6.5.5.1.9 Joel Francis Hartwell (Sept. 22, 1862 - Apr. 4, 1898)
married Catharine Marilla Horning (1865 - 1948),
daughter of Ira and Dorothy Horning and a grand-
daughter of Jacob Smith, Sr. [See A above].
Catharine remarried a Joseph Bissell. There were
no children from this second marriage.
- 8.7.6.5.5.1.9.1 George Percival Hartwell (1860 - Jan. 17, 1976)
married Christina McKay. No children.
- 8.7.6.5.5.1.9.2 Myrtle Rosella Hartwell (1892 -) married a
Robert Hardy. No children.
- 8.7.6.5.5.1.9.3 Guy Orlando Hartwell (1895 -) married a
Mabel Nickerson. They lived, I believe, in
Hamilton, Ontario.

Note: There are no entries for 8.7.6.5.5.1.5,
8.7.6.5.5.1.6, and 8.7.6.5.5.1.8.

My Mother's Paternal Antecedents

Eighth Generation: Young

- 8.7.6.5.5.5.2 Benjamin Franklin Young [See 7.6.5.5.5 above].
married an Emily -----. Issue Young.
- 8.7.6.5.5.5.2.1 Alice (Allie) Young married a Mr. Noble from
southwestern Saskatchewan. Allie Young lived
for a time with our family in Georgetown, Ont.
I remember well Mr. Noble arriving and marrying
Allie: he came with the purpose of marrying,
he saw, he conquered.
- 8.7.6.5.5.5.2.2 Fred Young lived on a farm near Georgetown. I
knew his family when I was a boy there prior
to 1919. In fact, it was to one of his sons that
I sold my rabbits before we left for the West.

Note: There are no entries in this record for
8.7.6.5.5.5.1 and 8.7.6.5.5.5.3.

There is no further entry in this record
of further generations of this branch
of the family.

H.T.C.

Eighth Generation: Bennett

- 8.7.6.5.5.5.4 Mary Isabel Young married Fred Bennett. They lived
near Hamilton. See 7.6.5.5.5.4 above].
Issue Bennett.
- 8.7.6.5.5.5.4.1 Fred Bennett married Nettie Johnson. No children.
- 8.7.6.5.5.5.4.2 Charles Bennett.
- 8.7.6.5.5.5.4.3 Carolyn Young married Robert Martin. Issue
Martin: Hugh and Arnold Murray.

Note: There are no further entries in this
record of further generation of this
branch of the family.

H.T.C.

My Mother's Paternal Antecedents

8.7.6.5.5.7.1 No entry. Adam Hartwell died at five months.

Eighth Generation: Hartwell

- 8.7.6.5.5.7.2 Lewis Hartwell (Jan. 30, 1836 - Feb. 1904) married Jan. 13, 1863 in Georgetown, Ontario, Barbara Elizabeth Kennedy (Jan. 1, 1836 - Oct. 10, 1915). These were my grandparents. Barbara Elizabeth was a sister of Sarah Ann Kennedy who married Francis Abraham Hartwell. [See my mother's maternal antecedents and 7.6.5.5.7.3 above].
- 8.7.6.5.5.7.2.1 George Tiffany Hartwell (July 24, 1865 - Oct. 19, 1945. See ninth generation entry below.
- 8.7.6.5.5.7.2.2 Sarah Elizabeth Hartwell (July 19, 1866 - Dec. , 1962. [See ninth generation below].
- 8.7.6.5.5.7.2.3 John Corbin Hartwell (Sept. 24, 1868 -) married Charlotte Eaton of Cleveland, Ohio. [See ninth generat entry below].
- 8.7.6.5.5.7.2.4 Emery Lewis Hartwell (Mar. 8, 1871 - Nov. 11, 1941) [Se ninth generation entry below].
- 8.7.6.5.5.7.2.5 William Stephen Hartwell (Nov. 22, 1873 - 1888). Died at 15 years.
- 8.7.6.5.5.7.2.6 Herbert Howard Hartwell (Aug. 27, 1875 - 1924) married Nina Woodhall. No children. My first name Herbert was given for this uncle.
- 8.7.6.5.5.7.2.7 Lena Barbara Hartwell (Feb. 1878 - 1887) Died at age 9.
- 8.7.6.5.5.7.2.8 Harriett Isadore Hartwell (Jan. 24, 1881 - June 9, 1946) married Charles Alexander Coutts October 19, 1904. Harriett was my mother. [See ninth generation entry below].

Note: For some reason that I do not understand, my uncle Herbert Howard and my mother Harriett Isadore spelled the family name Heartwell.

My Mother's Paternal Antecedents

8.7.6.5.5.7.3 Abraham Hartwell. No entry in this record.

Eighth Generation: Olds

- 8.7.6.5.5.7.4 Angelina Hartwell (Aug. 14, 1839 -) married
Jan. 1, 1865 William Francis Moody Olds. Issue Olds.
8.7.6.5.5.7.4.1. Horace: had two sons Hartwell and Russell.
8.7.6.5.5.7.4.2 Elizabeth married a doctor in Montreal.
8.7.6.5.5.7.4.3 Mary Jane lived at one time in Aylmer, Ontario.
8.7.6.5.5.7.4.4 Eleanore.
8.7.6.5.5.7.4.5 Hattie Bell married a Mr. Payne.
8.7.6.5.5.7.4.6 Ida May.

Note: I have no knowledge of this branch of the family.

8.7.6.5.5.7.5 Francis Hartwell. No entry in this record.

Eighth Generation: Meadows

- 8.7.6.5.5.7.6 Harriett Maria Hartwell (Nov. 20, 1843 -)
married Feb. 21, 1865 George Meadows. Issue Meadows.
8.7.6.5.5.7.6.1 Della.
8.7.6.5.5.7.6.2 Bert (twin of Bertha).
8.7.6.5.5.7.6.3 Bertha (twin of Bert).

Note: I have no knowledge of this branch of the family.

8.7.6.5.5.7.7. Mary Ann Hartwell Emerson died childless. No entry in this record.

Eighth Generation: Hartwell

- 8.7.6.5.5.7.8 Oliver Tiffany Hartwell, M.D. (Feb. 12, 1849 -)
married Isabella Murray (June 16, 1861 - Aug. 15, 1948). Issue Hartwell.
8.7.6.5.5.7.8.1 William.
8.7.6.5.5.7.8.2 Murray.

Note: I have little or no knowledge of this branch of the family.

H.T.C.

My Mother's Paternal Antecedents

Eighth Generation: Parke

- 8.7.6.5.5.8.1 Edmund Parke (Nov. 26, 1842 - Apr. 20, 1913)
married Sarah Wichter (June 29, 1851 - June 17, 1925). Issue Parke.
- 8.7.6.5.5.8.1.1 Mary Parke (Jan. 24, 1870 - Feb. 1, 1913).
- 8.7.6.5.5.8.1.2 Nettie Maude (Nov. 23, 1870 - Mar. 10, 1881).
- 8.7.6.5.5.8.1.3 James, (Oct. 18, 1886 - Sept. 11, 1891).
- 8.7.6.5.5.8.1.4 John.
- 8.7.6.5.5.8.1.5 Elizabeth.
- 8.7.6.5.5.8.1.6 Ernest.
- 8.7.6.5.5.8.1.7 William.
- 8.7.6.5.5.8.1.8 Harriett married a Mr. Redway. They had one son.

8.7.6.5.5.8.2 No entry in this record.

Eighth Generation: Stubbs

- 8.7.6.5.5.8.3 Esther Parke (1848 - June 3, 1911) married James Stubbs (1847 - Feb. 13, 1874). Issue Stubbs.
- 8.7.6.5.5.8.3.1 Eleanor.
- 8.7.6.5.5.8.3.2 James.
- 8.7.6.5.5.8.3.3 Edward.

8.7.6.5.5.8.4 and 8.7.6.5.5.8.5 No entry in this record

Eighth Generation: Little

- 8.7.6.5.5.8.6 Julia Parke married Mathew Henry Little (his second wife). She was the step-mother of Bert M. Little who married Eda Louise Fenton. Julia had no natural children.

8.7.6.5.5.8.7 and 8.7.6.5.5.8.8 and 8.7.6.5.5.8.9 and 8.7.6.5.5.8.10.
No entry for these in this record.

Eighth Generation: Simpson

- 8.7.6.5.5.8.11 Harriett Parke married Fristin Simpson. Issue Simpson.
- 8.7.6.5.5.8.11.1 Rita parke Simpson married a Mr. John Robertson. Issue were Katherine Robertson and Louisa Robertson.

Note: My notes from my cousin Marion Hartwell
include other data not recorded above.
The Hartwells of Smerica contain more.

H.T.C.

My Mother's Paternal Antecedents

Ninth Generation: Anderson

- 9.8.7.6.5.5.1.2.1 Eleanor Louise Hartwell married Robert Anderson. They lived in the Galt and Guelph area of Ontario. Issue Anderson.
- 9.8.7.6.5.5.1.2.1.1 Fred
- 9.8.7.6.5.5.1.2.1.2 Thelma married Joseph McMillan, son of David McMillan. Issue McMillan.

Ninth Generation: Speirs

- 9.8.7.6.5.5.1.2.2 Lillian Hartwell married Edward Spiers. They lived in Guelph, Ontario. Issue Spiers.
- 9.8.7.6.5.5.1.2.2.1 Irvin.
- 9.8.7.6.5.5.1.2.2.2 Cecil.
- 9.8.7.6.5.5.1.2.2.3 George.

Note: I have faint recollections of having met members of this branch of the family.

Ninth Generation: Hartwell

- 9.8.7.6.5.5.1.2.3. William Tiffany Hartwell married Edith Leyton. Issue Hartwell.
- 9.8.7.6.5.5.1.2.3.1 Evelyn Hartwell married a Paul Szabocsy. No children. I remember Evelyn as a very bright person whom I met once or twice.
- 9.8.7.6.5.5.1.2.4 No entry in this record for Jennie Hartwell.

Ninth Generation: Hartwell

- 9.8.7.6.5.5.1.2.5 Charles Hartwell married Minnie Houghlan. Issue Hartwell.
- 9.8.7.6.5.5.1.2.5.1 Dorothy.
- 9.8.7.6.5.5.1.2.5.2 Helen.

Note: I have no knowledge of this branch of the family.

Ninth Generation: Martin

- 9.8.7.6.5.5.1.2.6 Annie Marion Hartwell married Peter Martin. Issue Martin.
- 9.8.7.6.5.5.1.2.6.1 Eleanor [Deceased].
- 9.8.7.6.5.5.1.2.6.2 Melvin.
- 9.8.7.6.5.5.1.2.6.3 William.

Note: I met the Martins in Guelph and Georgetown.

My Mother's Paternal Antecedents

Ninth Generation: Hartwell

9.8.7.6.5.5.1.2.7 Harvey Hartwell. All I know that he was
married and had one son.

9.8.7.6.5.5.1.2.8 No entry in this record for Grace Hartwell
other than that she died at 19 years of age.

My Mother's Paternal Antecedents

Ninth Generation: Wilson

- 9.8.7.6.5.5.1.3.1 Elizabeth Gertrude Hartwell (Mar. 18, 1892 -
) married Oct. 1909 Charled
 Wilson, One adopted daughter.
 9.8.7.6.5.5.1.3.1.1 Helen Elizabeth Wilson adopted Aug. 1, 1920.

Note: While my rough notes include data on Helen, I end this entry with the fact that she married Harry Jonigan July 10, 1939.

Ninth Generation: Caswell

- 9.8.7.6.5.5.1.3.2 Maggie May Hartwell (Apr. 7, 1894 - Sept. 3, 1940) married Dec. 16, 1916 Gordon S. Caswell. Issue Caswell.
- 9.8.7.6.5.5.1.3.2.1 Margaret Fanny (Nov. 8, 1917 -)
- 9.8.7.6.5.5.1.3.2.2 Eva Louise (July 25, 1919 -)
- 9.8.7.6.5.5.1.3.2.3 Lois Jean (Jan. 29, 1921 -)
- 9.8.7.6.5.5.1.3.2.4 Barbara May (May 6, 1923 -)
- 9.8.7.6.5.5.1.3.2.5 Robert Gordon (Apr. 4, 1932 -)
- 9.8.7.6.5.5.1.3.2.6 Nellie Ruth (July 8, 1934 -)

Mote: While I have rough notes on the 10th generation of Maggie's family, I end this record with the above antry on the Caswell family.

Ninth Generation: Gillard

- 9.8.7.6.5.5.1.3.3 Eva Violet Hartwell (Jan. 16, 1896 -)
married June 14, 1944 Bryce Gillard (Nov. 8,
1975 -). No children.

Ninth Generation: Hartwell

- 9.8.7.6.5.5.1.3.4 George Kennedy Hartwell (Nov. 23, 1897 -)
married Nov. 20, 1920 Flora Belle Reid
Dec. 4, 1897 -). Issue Hartwell.
- 9.8.7.6.5.5.1.3.4.1 George Kennedy Hartwell, Jr. (Apr. 29, 1922 -).
- 9.8.7.6.5.5.1.3.4.2 Catherine Reid Hartwell (Nov. 15, 1923 -).

Note: I have no direct knowledge of this branch of the family except that George was my first cousin on the paternal side of my family.

My Mother's Paternal Antecedents

Ninth Generation: Fenton

9.8.7.6.5.5.1.4.1 Joel Kennedy Fenton married Myrtle McArthur.

Issue Fenton.

9.8.7.6.5.5.1.4.1.1 John McArthur Fenton.

9.8.7.6.5.5.1.4.1.2 Helen Louise Fenton married a Philip Sawyer.

Note: I knew this family. Myrtle Fenton loaned me the gown I wore at convocation at the University of Toronto in 1935. While I have further data on the families of John and Helen, I have not included them in this record.

Ninth Generation: Little

9.8.7.6.5.5.1.4.2 Eda Louise Fenton married Bert Meadows Little
June 21, 1911. Issue Little.

9.8.7.6.5.5.1.4.2.1 Dora Louise (July 17, 1912 -). Unmarried.

9.8.7.6.5.5.1.4.2.2 Mary Ruth (Apr. 12, 1914 -). Unmarried.

9.8.7.6.5.5.1.4.2.3 Bruce Kennedy (Jan. 1, 1921 -).

9.8.7.6.5.5.1.4.2.4 Eleanor Alice (Jan. 21, 1922). Married Eric
George Williams.

9.8.7.6.5.5.1.4.2.5 Edith Harriett (1926 -). Married Douglas
Randall.

Note: I knew this family very well. I was at the wedding reception of Bert and Louise Little in 1911, I believe. While I have data on the families of Bruce, Eleanor and Harriet, I have not included them in this record.

My Mother's Paternal Antecedents

Ninth Generation: Hartwell

- 9.8.7.6.5.5.7.2.1 George Tiffany Hartwell (July 24, 1865 - Oct. 19, 1945) married Dec. 25, 1890 Melissa Jane Fanson (Dec. 25, 1871 - Aug. 12, 1957). Issue Hartwell.
- 9.8.7.6.5.5.7.2.1.1 Marion Barbara Hartwell (Mar. 30, 1899 -). Born at Oakville, Ontario. No married.
- 9.8.7.6.5.5.7.2.1.2 Lewis Richard Hartwell (Oct. 20, 1903 - Dec. 8, 1967), born in Milton, Ontario, married (1) July 6, 1931 Janet Robinson (Nov. 25, 1904 - Dec. 10, 1959), and (2) April 29, 1961 Alma Becker (Dec. 18, 1903 -). Issue from the first marriage Hartwell.

Note: I knew this branch of the family especially well and have visited them over many years. There are rich memories in our association. It is to Marion Hartwell that I owe the data from which this record has been made. But any errors of recording and interpretation are mine.

Ninth Generation: Woodhall

- 9.8.7.6.5.5.7.2.2 Sarah Elizabeth Hartwell (July 19, 1866 - Dec. 1962) married June 28, 1899 Latimer Woodhall (June 3, 1967 - July 20, 1937) Issue Woodhall.
- 9.8.7.6.5.5.7.2.2.1 Barbara Elizabeth Woodhall (Nov. 12, 1904 -). Born at Georgetown, Ontario. Unmarried.
- 9.8.7.6.5.5.7.2.2.2 Thomas Latimer Woodhall (Jan. 29, 1908 - Feb 19, 1980) married June 26, 1939 Anne C. Kennedy (Feb. 29, 1908 -). Tom Woodhall, with an M.Sc. in Engineering from the University of Manitoba served the Manitoba power scene until retirement.

Note: I knew this branch of the family especially well, visited its members many times, and have fond memories of a long association.

H.T.C.

My Mother's Paternal Antecedents

Ninth Generation: Hartwell

- 9.8.7.6.5.5.7.2.3 John Corbin Hartwell (Sept. 24, 1868 - Dec., 1932) married Dec. 25, 1896 Charlotte Eaton of Cleveland where they continued to live until 1904 when they moved to California. I knew Charlotte as Aunt Lottie. Issue Hartwell.
- 9.8.7.6.5.5.7.2.3.1 Lewis William Hartwell (Apr. 26, 1899 -) married Oct. 12, 1922 Cornelia Craig Grafton Jan. 3, 1896 -). She was born in Franklin, Tennessee. They had three children. Issue Hartwell.
- 9.8.7.6.5.5.7.2.3.2 Florence Alva Hartwell (Jan. 24, 1902 -) married Nov. 23, 1923 Buckley Raymond Dean (Dec. 12, 1899 -). They had three sons. Issue Dean.
- 9.8.7.6.5.5.7.2.3.3 Lyla Mae Hartwell (July 22, 1904 -) married Royce Richard Rector (Sept. 28, 1904 -). They had three children. Issue Rector.
- 9.8.7.6.5.5.7.2.3.4 Raymond George (Feb. 15, 1907 -) married Lois Mitchell Roach. No children.
- 9.8.7.6.5.5.7.2.3.5 Wilma Hariett Hartwell (Aug. 27, 1911 -) married 1934 Albert Johnson. They had four children. Issue Johnson.
- 9.8.7.6.5.5.7.2.3.6 Wilbur (Wilbert) Howard Hartwell (Aug. 27, 1911 -) was a twin with Wilma above. He married Sept. 1, 1934 at Reno Maude Ellen Shriener (Nov. 10, 1913 -). They had three daughters.

Note: I knew this branch of the family in later years, especially following my first (honeymoon) visit to California in the summer of 1939. Al but Lyla and Wilbur visited us in Edmonton.

Ninth Generation: Hartwell

- 9.8.7.6.5.5.7.2.4 Emery Lewis Hartwell (Mar. 8, 1871 - Nov. 11, 1941) married (1) Louise Jane Welsh, and (2) Jessie Sutherland. Emery was a mortician in Pittsburg, Penn. From the first marriage there were two sons: Clarence Herbert Arthur Hartwell and Moreland Hartwell. I know little of this branch of the family. I remember meeting Moreland at my grandmother's funeral in 1915.

My Mother's Paternal Antecedents

9.8.7.6.5.5.7.2.5 William Hartwell died at 15 years of age. No further entry in this record.

9.8.7.6.5.5.7.2.6 Herbert Howard Hartwell [See 8.7.6.5.5.7.2.6 above] married Nina Woodhall. No children. No further entry in this record.

9.8.7.6.5.5.7.2.7 Lena Hartwell died at age 9 years. No further entry in this record.

My Mother and Her Family

Ninth Generation: Coutts

- 9.8.7.6.5.5.7.2.8 Harriett Isadore H(e)artwell (Jan. 24, 1881 - June 9, 1946) married Oct. 19, 1904 Charles Alexander Coutts (Mar. 7, 1881 - Oct. 25, 1954). Issue Coutts.
- 9.8.7.6.5.5.7.2.8.1 Herbert Thomas Coutts (Feb. 9, 1907 -) married Dec. 26, 1938 Clara Alberta (Simpson) Ringrose (June 20, 1907 - Aug. 4, 1977), and Sept. 23, 1978 Alice (Garrett) Polley (Oct. 17, 1914 -). [See 10.9.8.7.6.5.5.7.2.8.1 below].
- 9.8.7.6.5.5.7.2.8.2 Margaret Elizabeth Coutts (Sept. 4, 1908 -) married Aug. 28, 1944 Ole Amandus Olson (Oct. 6, 1910 -). They have one son Charles [See 10.9.8.7.6.5.5.7.2.8.2 below].

Note: This brings this record to my own generation.

My Mother's Paternal Family

Tenth Generation: Hartwell

10. 9.8.7.6.5.5.7.2.1.2 Lewis Richard Hartwell (Oct. 20, 1903 - Dec. 8, 1967) married (1) Janet Robinson (Nov. 25, 1904 - Dec. 10, 1959), and (2) Alma Becker (Dec. 18, 1903 -). Issue (from first marriage) Hartwell.
- 10.9.8.7.6.5.5.7.2.1.2.1 Helen Marion Victoria Hartwell (May 24, 1932 -) married August 1954 Stanley Potsma. Issue Potsma.

Note: The following were children of Stanley and Helen Potsma: Marjorie Anne, John Daniel, Lewis James, and Marion Alma. There is no further entry in this record of this branch of the family. Others may wish to record from where I leave off.

H.T.C.

Tenth Generation: Woodhall

- 10.9.8.7.6.5.5.7.2.2.2 Thomas Latimer Woodhall (Jan. 29, 1908 - Feb. 19, 1980) Married June 26, 1939 Anne Kennedy (Feb. 29, 1908 -). Issue Hartwell.
- 10.9.8.7.6.5.5.7.2.2.2.1 Andrew John Woodhall (mar. 12, 1941 -), an adopted son. Married with one daughter, Kimberley Anne Anne.
- 10.9.8.7.6.5.5.7.2.2.2.2 Suesann Elizabeth Woodhall (Feb. 13, 1948 -) married Peter Kuzak. - Issue Kuzak. The children of Peter and Suesann as of the date of this entry (April 4, 1981) were: Anne Kathleen Todesia, Tanya Nicole Theresa, Irene Natsha Alexia, David Michael Robert. There is no further entry in this record of this branch of the family. Others may wish to record from where I have left off.

H.T.C.

10.9.8.7.6.5.5.7.2.3.1 Lewis William Hartwell (Apr. 26, 1899 -)
married Oct. 12, 1922 Cornelia Craig
Grafton (Jan. 3, 1896 - deceased). Issue
Hartwell.

10.9.8.7.6.5.5.7.2.3.1.1 Dorothy Hartwell (Aug. 5, 1927 -).

10.9.8.7.6.5.5.7.2.3.1.2 Gerald Leland Hartwell (May 26, 1932 -)

10.9.8.7.6.5.5.7.2.3.1.3 Sarah Elizabeth Hartwell (July 26, 1935 -)

H.T.C.

10.9.8.7.6.5.5.7.2.3.2 Florence Alva Hartwell (Jan. 22, 1902 - married Nov. 23, 1923 Buckley Raymond Dean (Dec. 12, 1899 -). Issue Dean. I knew Florence as "Midge."

10.9.8.7.6.5.5.7.2.3.2.1 Donald (Deceased, 1938).

10.9.8.7.6.5.5.7.2.3.2.2 John Robert Dean (Dec. 21, 1928 -)

10.9.8.7.6.5.5.7.2.3.2.3 Howard Raymond Oct. 6, 1931 -).

H.T.C.

10.9.8.7.6.5.5.7.2.3.3 Lyla Mae Hartwell (July 31, 1904 -)
married June 18, 1924 Royce Richard Rector
(Sept. 28, 1904 -). Issue Rector.
10.9.8.7.6.5.5.7.2.3.3.1 Lawrence Royce Rector (Dec. 19, 1924 -)
10.9.8.7.6.5.5.7.2.3.3.2 Jacqueline Mae Rector (Nov. 13, 1925 -)
10.9.8.7.6.5.5.7.2.3.3.3 Gordon Hartwell Rector (May 18, 1931 -)

H.T.C.

My Mother's Paternal Family

Tenth Generation: Johnson

- 10.9.8.7.6.5.5.7.2.3.5 Wilma Hartwell (Aug. 27, 1911 -)
married Albert Johnson. Issue Johnson.
10.9.8.7.6.5.5.7.2.3.5.1 Barbara Johnson (Oct. 16, 1934 -).
10.9.8.7.6.5.5.7.2.3.5.2 Beverley (May 29, 1936 -).
10.9.8.7.6.5.5.7.2.3.5.3 Ronald (June 5, 1938 -).
10.9.8.7.6.5.5.7.2.3.5.4 David (Oct. 10, 1942 -).

Note: There is no further entry in this record of this branch of the family. Others may wish to continue it.

H.T.C.

Tenth Generation: Hartwell

- 10.9.8.7.6.5.5.7.2.3.6 Wilbert (Wilbur) Howard Hartwell (Aug. 27, 1911 -) married Maude Ellen Shriener (Nov. 10, 1913 -). Issue Hartwell.
- 10.9.8.7.6.5.5.7.2.3.6.1 Laura Lee Hartwell (July 24, 1940 -)
- 10.9.8.7.6.5.5.7.2.3.6.2 Kathleen Rose Hartwell (Mar. 4, 1943 -)
- 10.9.8.7.6.5.5.7.2.3.6.3 Charlotte Ellen Hartwell (Mar. 11, 1946 -)

Note: There is no further entry in this record of this branch of the family. Others may wish to continue it.

H.T.C.

My Mother's Children and Grandchildren

Tenth Generation: Coutts

- 10.9.8.7.6.5.5.7.2.8.1 Herbert Thomas Coutts Feb. 9, 1907 -)
 married (1) Dec. 26, 1938 Clara Alberta (Simpson) Ringrose (June 20m 1907 - Aug. 4, 1977), and (2) Sept. 23, 1978 Alice (Garrett) Polley (Oct. 17, 1914 -). Issue from the first marriage Coutts.
- 10.9.8.7.6.5.5.7.2.8.1.1 Peter Charles Coutts (Dec. 25, 1940 -)
 married July 1, 1961 Arlene Forwick (Feb. 17, 1945 - Dec. 15, 1961), and (2) February 24, 1968 Elaine Brennand (Sept. 26, 19). Issue from both marriages Coutts.
- 10.9.8.7.6.5.5.7.2.8.1.2 George David Clinton Coutts (April 28, 1945 -) married Oct. 7, 1967 Wilma Nakamura (Apr. 22, 19). George and Wilam Coutts in December 1980 adopted Akemi Kehaulani Clara Coutts (Oct. 31, 1979 -). Akemi was a Korean girl who was previously named Kim Na Mee.
- 10.9.8.7.6.5.5.7.2.8.1.3 Barbara Jane Coutts (Jan. 14, 1947 -) married June 1, 1967 John Sterk ().

Note: My extended family also includes Douglas Ringrose, Edward Ringrose and Beverley (Polley) Reid. In a very real sense they are an integral part of my family and of my continuing interests, [See data below]

Charles Alexander Douglass Ringrose (Aug. 20, 1928 -) married June 20, 1953 Sheila May Smith (Aug. 31, 19), daughter of Terence and Gladys Smith.
 Edward Gordon Ringrose (Jan. 28, 1930 -) married Mar. 6, 1954 Mildred (Mickey) Demick (Nov. 19, 19).
 Beverley Polley (Aug. 24, 1942 -) married (1) Barry Pritchard, and (2) George Reid.

Note: There is no futher entry in this record of my immediate family. A separate entry appears in the appendices of my memoirs.

H.T.C.

My Mother's Children and GrandchildrenTenth Generation: Olson

- 10.9.8.7.6.5.5.7.2.8.2 Margaret Elizabeth Coutts (Sept. 4, 1908 -)
married Aug. 28, 1944 Ole Amandis
Olson (Oct. 6, 1910 -).
- 10.9.8.7.6.5.5.7.2.8.2.1 Charles John Olson married July 25, 1970
Linda Norris. Issue Olson. Charles and
Linda have two children: Trevor and
Melanie.

Note: There is no further entry for this
branch of the family. Others may
wish to continue it.

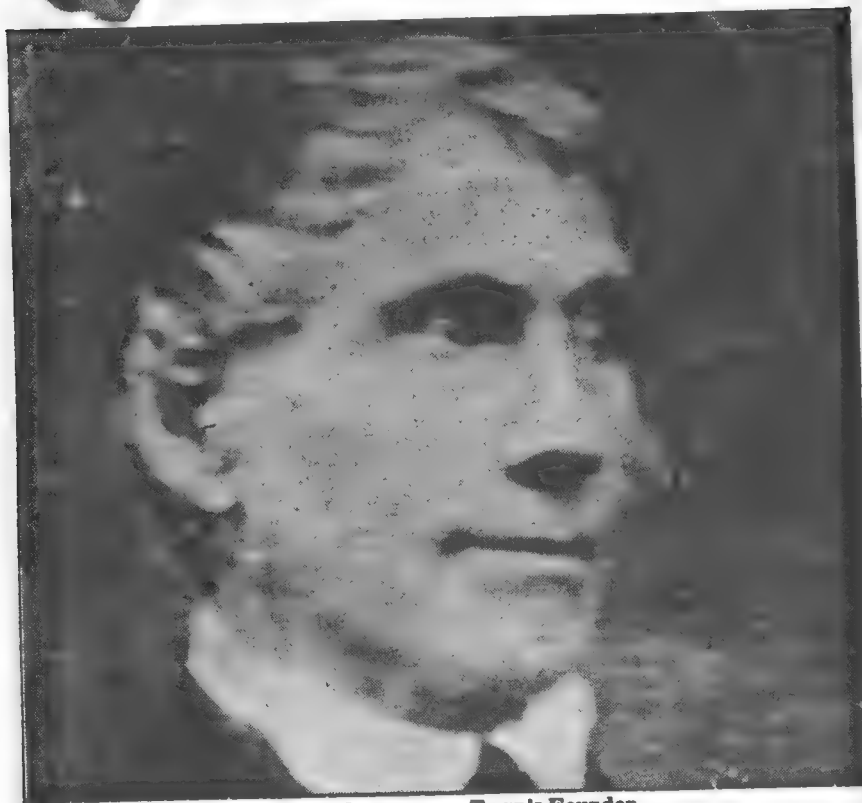
APPENDIX E

My Mother's Maternal Background



Photo Gallery

by John McDonald

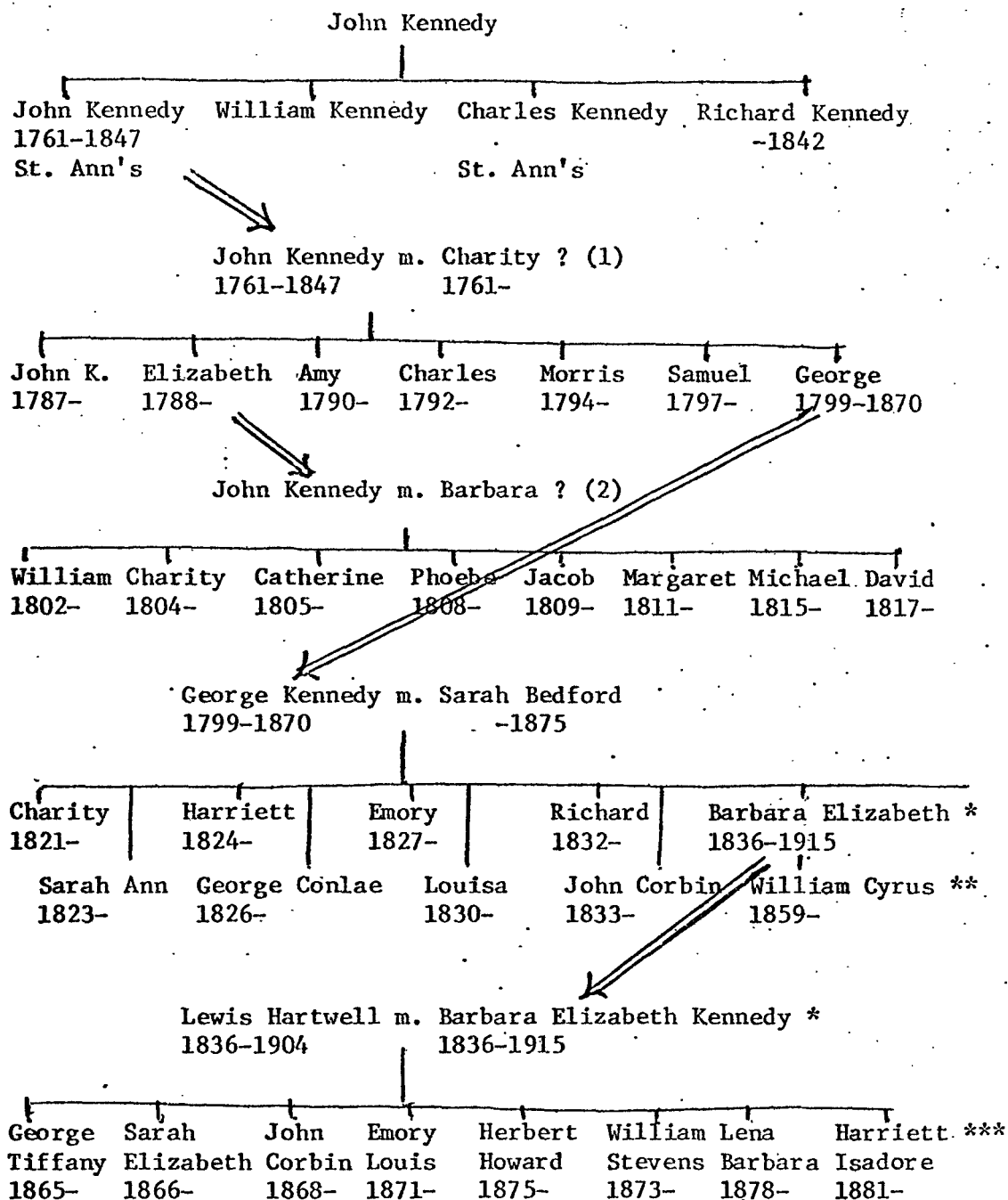


George Kennedy 1799-1870 Town's Founder

Since this week Georgetown celebrates "Pioneer Days" it is fitting that we provide some background on one of the areas earliest pioneers. George Kennedy was born in 1799. By 1823 a United Empire Loyalist he purchased 200 acres on which Georgetown is now situated. He built a log cabin near the Mill Pond and established a saw and grist mill near the present Carpet Barn building. The small community he settled was known as Hungry Hollow until 1837 when it was renamed Georgetown in his honor. George Kennedy died in 1870 but generations of his descendents have lived and farmed in this area for many years. Kennedy's memory is perpetuated in a memorial cairn in the cemetery and in the naming of a school in his honor.

MY MOTHER'S MATERNAL BACKGROUND

The Kennedy Connection



* My Grandmother ** My Grandmother's natural son *** My mother.

MY MATERNAL KENNEDY ANCESTORS

[Note: The following narrative, probably written by my Aunt Sarah Elizabeth (Hartwell) Woodhall sometime prior to 1941, was sent to me by my cousin Marion Hartwell of Grimsby, Ontario, in 1978. I have not attempted to verify the accuracy of this account. H. T. C.]

George Kennedy founder and for whom the village [Georgetown, Ontario] at that time was named was a son of John Kennedy of Middleport, Gainsborough township. He was born in 1799, coming to the wild bush country which is now Georgetown in the year 1823 with his wife and two children. They built a temporary home on the flats near where the present bridge is on Guelph Street so they would be near fresh water. Their daughter Harriett was the first white child born in the vicinity. She afterwards married John Higgins who for a number of years kept the hotel opposite the depot. They endured many hardships and dangers especially from bears and other wild animals [which] used to come to the spring creek for water and prowled around the home making it necessary for his wife to keep the doors barred to protect herself and her children when the family was left alone. He had a family of nine children most of whom remained in or around Georgetown till after they were married when they migrated to other parts of Ontario, two sons going to the state of Ohio. His youngest daughter [my grandmother] was married to Lewis Hartwell. She was living in Georgetown until her death in her eightieth year. George Kennedy owned a foundry; also a grist mill on Mill Street which was run by water from the old flume that crossed the street at one time. He built and lived in the brick cottage near Main Street on Mill Street which, I believe,* still stands. He and his sons built some other houses which still stand.* People had to come for miles with their grain to have it ground. As they could not make the journey in one day, they often stayed at the Kennedy home over night. Four of the children of Lewis and Barbara Hartwell are still living: Mrs. L. [Sarah Elizabeth] Woodhall of Winnipeg, Manitoba; Mrs. C. A. [Harriett] Coutts of Claresholm, Alberta; George T. Hartwell of Grimsby, Ontario; and Emory L. Hartwell of Pittsburg, Pennsylvania.* Two great granddaughters still live in Georgetown: Mrs. Albert [Barbara] Tost and Mrs. J. B. [Frances] Wilson.*

Note: * designates the pre-1941 date when the above was written.

FAMILY HISTORY

Kennedy is a name that in Scotland represented a clan

and as far as can be traced is of protestant faith. In heraldic symbols their crest was surmounted with the human arm bearing in the hand an oaken branch with an acorn in it. Substantial in their faith, they were appropriately represented by this giant of the forest. Their kilt was red and green.

John Kennedy was born in Scotland. His parents, being Presbyterian by faith, in times of religious persecution fled with him to the north of Ireland. When grown to manhood, he came to America and was employed [by] or connected with the Hudson Bay Fur Trading Company, New Jersey.

It was in the time of the French and Indian wars with Great Britain [that] he was taken prisoner at what was called Fort Schlosser, one and one-fourth miles from Niagara Falls where he lost all effects he had and was carried prisoner to Quebec, thence to Paris, France, and there by an exchange of prisoners, to London, England. In London he married an English lady and subsequently came to New Jersey and entered the [service of] the Fur Trading Company again. He had four sons: John, William, Charles and Richard. Of William nothing can be learned. Charles was a carpenter and joiner and lived many years at St. Ann's, Canada, near his brother John. He was a genius in wood carving and made, in connection (sic) with his nephew John Kennedy, the case for the celebrated grandfather's clock which stood so many years and is still standing in the house on the old farm at Middleport. (Note: Again note that this account was written before 1941. H. T. C.) This clock, as also an apple tree called "well pole apple tree" because it stood near a well are still objects of great interest to the children who did and still visit that place. (How times change. H.T.C.)

Richard was a blacksmith [who] had also located land in Canada, had purchased a house, had made himself a tomahawk and was about to start through the wilderness country for his wife and family in New Jersey when another man proposed to make the journey with him. The man was afterwards convicted and executed for the murder of another man, at which time he confessed that when fording the Tonawanda River he sat on the horse behind Richard Kennedy, holding the tomahawk in his hand, and that having given a crushing blow, he then threw him into the river and his lifeless body floated away. This information was learned through the newspapers and was afterwards corroborated by his never being heard of after this time.

John Kennedy was born May 8, 1761 in Sussex County, New Jersey [and] was pursuing his studies for a professional life when the war of the Revolution broke out and prevented

the continuance of his vocation. He was old enough to have served in the army but, being small of stature, passed unnoticed and [was] afterwards excused by giving free his services in a clerical capacity to the government. He being a good penman ... could write in a legible hand the Lord's Prayer within the compass of an English shilling. When grown and married, he became a school teacher. At length, on account of his loyalty to the English government, he started with his wife and five children with a team of horses for Canada. On his way his horses died, and he turned to his old business teaching school for a while. His main force was in establishing discipline. He had a large number of boys who heretofore had ruled the school, and learning of a plot to close the door against him he secreted himself in the loft and when they were waiting with the door bolted, he came down upon them suddenly with a birch rod with which he established authority. The good people of the place offered him a house and home if he would become a resident there. Eventually, he started by boat or skiff by some river route till he reached Oswego, New York, and thence by Lake Ontario to Niagara, June 8, 1796. While at Oswego he met some Indians. His youngest child, Morris, was but an infant and on account of his large black eyes and dark hair was greatly admired by them, and was stolen by one of the squaws before her treachery was discovered. A resolute man gave chase, however, and finally rescued the child. From Niagara he (John Kennedy) went to a farm below St. Ann's and settled there in 1796, where he remained a short time, when he went to Middleport and there lived until his death which was April 12, 1847. His remains were interred in the Presbyterian burying ground connected with the church a short distance below St. Ann's. On a white marble slab is the following inscription:

In memory of John Kennedy Sr. who was born in the
the State of New Jersey, came to this province June 8,
1796 with a wife and five children. Died April 12,
1847. Aged 85 years, 11 months and 4 days.

He was twice married and had two large families of children, to all of whom he gave a good common school education, then settled them on farms of at least two hundred acres each.

Two of his eldest sons, John and Charles, were volunteers in the War of 1812 with the United States. Charles took part in the Battle of Beaver Dams (sic), and Morris at Queenston Heights, and was one of the guards over General Wadsworth and other American prisoners captured at that celebrated battle. He was particularly anxious for the welfare of his family and frequently admonished his grandchildren to aim high in life, assuring them his ancestors were more than well-to-do, intelligent and respectable people. Among incidents of his

younger life was his presence and assistance in erecting a log jail in Sussex County, New Jersey, where he was born.

The names and dates of birth of the children of John Kennedy Sr. [follow]:

First Family

Mother: Charity Kennedy, born March 23, 1761

John Kennedy, born March 4, 1787

Elizabeth Kennedy, born July 27, 1788

Annie Kennedy, born March 20, 1790

Charles Kennedy, born March 13, 1792

Morris Kennedy, born November 4, 1794

Samuel Kennedy, born May 12, 1797

George Kennedy, born September 16, 1799*

Second Family

Mother: Barbara Kennedy, born March 23, 1763

William Kennedy, born September 5, 1802

Charity Kennedy, born March 29, 1804

Catharine Kennedy, born November 9, 1905

Phebe Kennedy, born April 29, 1808

Jacob Kennedy, born April 29, 1809

Margaret Kennedy, born August 6, 1811

Michael Kennedy, born July 27, 1815

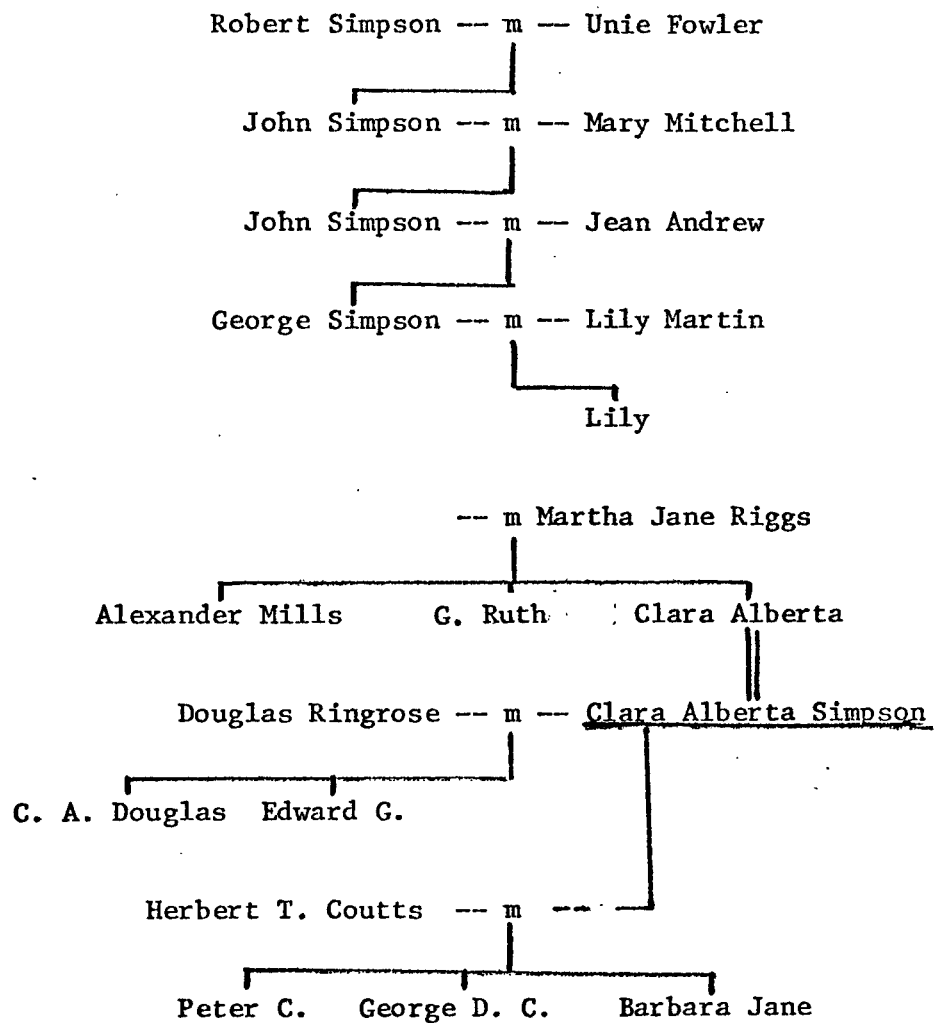
David Kennedy, born July 17, 1817

Note: * represents the George Kennedy who, according to the opening paragraph of the above account, was the founder of Georgetown, Ontario. H.T.C.

APPENDIX F

Clara's Paternal Roots

THE SIMPSON FAMILY



CLARA'S PATERNAL ROOTS

CLARESHOLM YEARS

My father was a telegrapher and later station agent for the C.P.R. in various towns in Ontario.

He visited Alberta in the High River area in 1885, and was so impressed with this new country, he planned to come here to live as soon as possible.

His chance came in 1906. My mother's sister, her husband (W.C. Bowen) and her family lived in Claresholm. Uncle Will had a coal and wood business and my father came out to go into partnership with him.

My father, mother, brother Alex and I arrived in Calgary, January 17, 1906, went to the Alberta Hotel on 8th Avenue to wait for morning and the train south. So many cowboys, Indians and rough-looking people frightened my mother who thought she had reached the end of the world.

We reached Claresholm, a small cluster of buildings, during the next afternoon. There were no sidewalks except on main street. The day was so warm and windy that we children shed our coats and caps and ran down the road in a cloud of dust, we were so glad to be off the train. In fact, we were dressed entirely in wool, mostly handknitted, since it was believed that we were coming to a cold part of the country.

Our journey had been long, tedious and uncomfortable, riding on slatted wooden seats in a railway car with kitchen facilities at one end. Our food we had brought in a wicker suitcase. There had been other children to play and to fight with.

We lived with my aunt and uncle for about a year. Their business did not prove to be lucrative enough to support two families. So, when Mr. William Moffatt resigned as postmaster, my father applied for the job and was accepted. This position he held until 1941.

The postoffice was on Railway Street and we lived above it and behind it until the fall of 1908, when we bought a house in the process of being built on Shelver Street. This home was my father's pride and joy. He planted every tree and shrub, and had a beautiful garden. He soon added two rooms at the back.

In the meantime in 1907, we had a new sister of whom I was very proud. We three children attended school in Claresholm until we finished high school. Alex became a doctor, Clara a gifted musician, and me a teacher. We all owed much to Mr. W. G. Moffatt for teaching us pianoforte for many years. In fact Clara has been commended for her work with the Musical Club of Edmonton where, as wife of H. T. Coutts, she has resided for many years.

My brother Alex completed his medical studies at the University of Alberta and at McGill University. From Montreal he went to Cleveland where he worked in a clinic. He served as an army captain in the Second World War, part of the time in Puerto Rico. He has three grown sons and lives in retirement in East Palestine, Ohio.

As for me, we lived in Cranbrook, B.C., for five years, in Calgary for one year, and in Red Deer since 1936. I have three grown sons, all married. My daughter Marilyn died in Medicine Hat in 1969 at the age of thirty-five. She left four children.

My father's interest centred in the church (Presbyterian and later United), the Masonic Lodge, the Alhazar Temple in Calgary, and in civic affairs. He was secretary of the Claresholm school board for twelve years. He was always ready to help with any worthwhile civic project.

My mother's main interests were in the church and in her family. During their first year in Claresholm, my mother played the organ in the church and my father sang in the choir. Mother was president of the Women's Missionary Society for more than twelve years. Tea parties were her specialty and she always had a jacket or bonnet for the new babies as they came along.

My father died in 1941. My mother continued to live in her own home until 1956 when she went to live with my sister Clara and her family in Edmonton. Mother died in March 1960. Clara died at the age of seventy in August 1977.

Compiled by G. Ruth (Simpson) Gray in 1967
and updated by H. T. Coutts in 1980.

APPENDIX G

Clara's Maternal Roots

CLARA'S MATERNAL ROOTSTHE RIGGS FAMILY

S. Elliott m. Jane Fee*
 ??-1858 1834-1922

Jenny Elliott
 1857-??

Alexander Riggs m. Jane Fee (Elliott)*
 1824-1911 1834-1922

George B.
 1863-1959

m.
 Adah ??
 No family

Edith
 1866-1959

m.
 Albert Ormiston
 No family

William James
 1871-1932

U.

Martha Jane Charlotte
 1864-1960

Erena Maude
 1869-1948

Robert Morton
 1873-1954

m.

U.

William Bowen

Ormond Edith Mildred Wilfred Mabel
 U. 3 C U. U. U.

m.

George Simpson**

Lily Simpson
 U.

G. Ruth
 1898-

m.
 Douglas Gray

Alexander Mills#
 1900-

m.
 Evelyn Rice

Clara Alberta***
 m.

Douglas Ringrose

Douglas Edward
 4 C 4 C

Clara Alberta***
 1907-1977

m.

Herbert Coutts
 1907-

Peter
 1940-
 4 C

George
 1945-
 No C

Jane (m. J. Sterk)
 1947-
 2 C

James
 5 C

David
 3 C

Gordon
 2 C

Donald
 1931-
 4 C

Gordon
 1932-
 2 C

Marilyn
 1934-1969
 4 C

George
 1938-
 3 C

** Previous marriage to Lily Martin

Previous marriage: no family

CLARA'S MATERNAL ROOTS

THE RIGGS FAMILY

Jane Fee was born in 1834 of Irish parents. They migrated to southern Ontario. There Jane married a Mr. S. Elliott in the late 1850's. They had one daughter, Jenny, Mr. Elliott died in 1858 or 1860. Later Jane Fee Elliott married Alexander Riggs. They had six children, born and reared on a fifty acre farm nine miles from Bowmanville, Ontario. Aunt Jenny helped her mother take care of these children. She was a tiny, happy little person whom they all loved. As a young woman she went to Toronto to work. When her stepfather became ill, she returned to the farm. Later she moved to Chattanooga, Tennessee, to help take care of her Uncle John Trimble and his wife Lottie. One summer my Mother and Father took Alex (3) and me (4 1/2) to Tennessee to visit them. Uncle John Trimble was head caretaker of the Southern Soldiers' Civil War Cemetery. Between the uncles, aunts and workmen, Alex and I were terribly spoiled. We had fun climbing over tomb stones and playing with Great Uncle John's peg leg. I can still, in memory, see the beautiful, huge southern home and the endless spread of flowers. Aunt Jenny died in that home.

George, the eldest of the Riggs children, was born in 1862 or 1863. He hated the farm. I never knew him to do anything except sell bonds, travelling the country by car. He married Adah ?? early in the century. For a time they lived in Toronto. Aunt Adah was a lovely person. Theirs was a good place to stay and especially to leave me when Mother went to Toronto to shop. Adah left Uncle George because of his drinking and moved to Vancouver. Uncle George visited us in Alberta in 1942 after seeing his ex-wife. He was still in tears. When he could drive no more, he went back to the farm. He died in Bowmanville in 1959.

Martha Jane Charlotte (my mother) was born in 1864. She became a music teacher after attending DeMille Ladies College in Whitby. She married George Simpson (my father) in 1897. He had had one daughter, Lily Mary, from a former marriage. He and Martha Jane, "Mattie", had three children: Ruth (Mrs. Douglas E. Gray), Alex, and Clara (later Mrs. Herbert T. Coutts).

Edith was born in 1866. She became a school teacher. She married a minister, Albert Ormiston. He died a few years later. They had no children. Edith returned to the farm, looked after her parents and carried on until after their deaths. She sold out for \$2,500. Then she and Uncle George went to Bowmanville to live. She, too, died in 1959.

Erena Maude was born in 1869. She was the family seamstress and a very happy person. She married William Bowen, a religious but a very difficult person. They had five children: two boys and three girls. Erena's was not a happy life.

William James was born in 1871 . He was the farmer of the family. He and Edith got along beautifully. He died of a stroke in 1932. He never married.

Robert Morton was born in 1873. He was his mother's pride and joy. Grandma Riggs stayed home on Sundays to prepare dinner for her family and her guests --- there were always guests. She permitted Morton to stay with her. He never liked going to church, ever. He taught school for a year or two before moving to Chicago to train as a dentist. He was a good one. He came to Claresholm, Alberta, in 1908 and practised there for about ten years before moving to Calgary where he established an excellent practice. He was forced to retire when his eyes failed him. He died in 1954. Though he had many girl friends, he never married.

Alexander Riggs died in 1911 in his 87th year. Jane Fee Riggs died in 1922 in her 88th year. They were beautiful people. Alex and I were special to them. We were the only grandchildren they saw before Edith Bowen was grown up.

After coming west in 1906, the family --- at least my Mother and her children -- went east every other year, courtesy of the C.P.R. since my father had been a station master for some time before migrating to Claresholm, Alberta.

This is the end of an era and of the Riggs name for this branch of the family. To me it is a sad story in many ways. Yet it is the story of a family whose members, in general, lived long and useful lives. My mother was in her ninety-sixth year when she died in 1960. She had lived in her own home in Claresholm until she was eighty-seven. She spent the final years of her life as a happy member in the family of my sister Clara (Mrs. Herbert T. Coutts) in Edmonton.

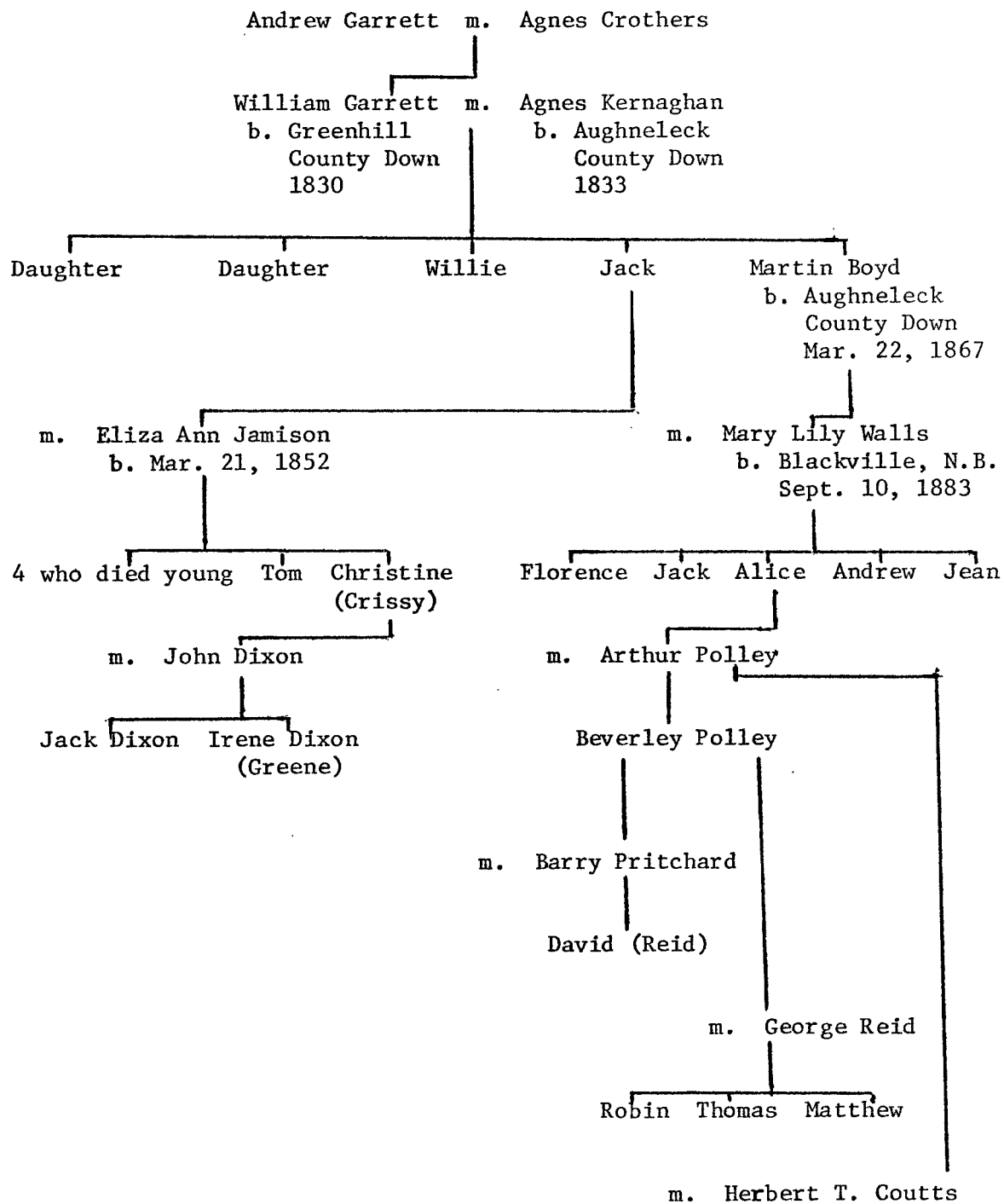
Compiled and written by

G. Ruth Gray

APPENDIX H

Alice's Paternal Roots

ALICE'S PATERNAL BACKGROUND



ALICE'S FAMILY BACKGROUND

At the beginning of the 20th Century my father, Martin Boyd Garrett, migrated to Canada from his home in Lisburn, Ireland. Avoiding the family tradition of the educational world, my father had spent seven years of apprenticeship in the grocery business. His father, William Garrett, was a professor at Trinity College, Dublin, and his mother was a school teacher. A generation earlier my father's grandfather, Andrew Garrett, had taught school and, until he was ninety, continued to do so. He did not consider it unusual that he should start to study Greek at the age of eighty.

Other members of the Garrett family who emigrated to Canada included Willie, my father's brother, and Tom, my Uncle Jack's son. Neither of these branches of the family had children. As a consequence, the members of our family are the only direct descendants of the Garrett family living in Canada.

My mother, Mary Lily Walls, came to Calgary from New Brunswick in 1908 to visit her sister Alice. My father, always a staunch Presbyterian, met my mother when he escorted her to a pew at a Sunday service at Knox Church. They were married on June 2, 1909. Immediately following their marriage, they went to make their home in the village of Strathmore.

For several years, my father was a clerk in the local trading company. In 1912, he established himself in his own grocery business. He maintained a thriving business until a disastrous fire in 1924. Although friends and relatives assisted him in re-establishing himself in a smaller store, he never recovered financially and was forced out of business by the depression of the 1930s. At the age of sixty he undertook a completely new way of life as Secretary to the Town of Strathmore. He did not retire until he was seventy.

A gentle person, my father was often victimized by his own generosity and his concern for the welfare of others. As one of the town's people commented at the time of my father's death, "Your father never knew what it meant to have an enemy."

My mother outlived my father by twenty-six years. Born in Blackville,

New Brunswick, my mother came to Calgary in her early twenties to visit with her sister and her brother-in-law, Alice and Jack McKay. Having become a skilled seamstress before she left the East, she quickly established herself with her sewing in her sister's home. After she met my father, her plans to return to New Brunswick were abandoned and it was not until she was seventy that she was able to make the return visit to her childhood home.

In the intervening years, my mother and my father had established themselves in a small home and had become the parents of five children; two sons and three daughters. Education and the development of an interest in music, drama and reading were considered of primary significance in our home life. Money, often in short supply in our home, was spent on these interests instead of being invested in materialistic things.

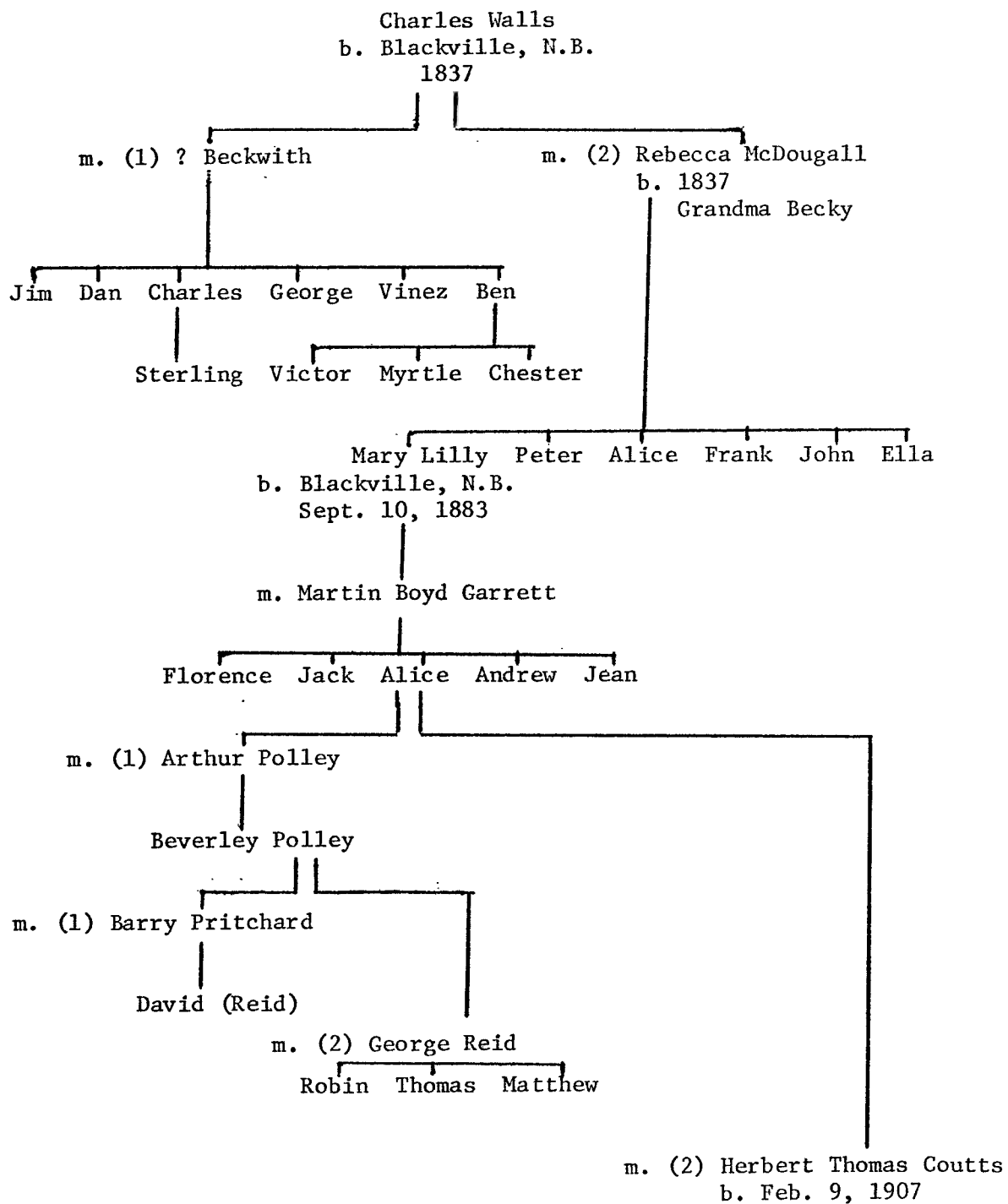
Music lessons were taught on our piano by a Mrs. Bosward in exchange for lessons to be given to the members of our family. Because of my father's training on the violin, my brother Andrew was encouraged to take violin lessons. His musical interests extended to learning to play the saxophone and clarinet. Florence devoted her training to the piano and was teaching piano lessons before she was sixteen. Jack, besides taking piano lessons, taught himself to play the mandolin. Jean took pipe organ lessons and continues to be the organist and choir leader in the Cranbrook Presbyterian Church. My interest in music, besides the piano, was in singing for which I had to travel to Calgary for lessons.

In the educational field, our parents encouraged us in every possible way. Because of their moral support and as much financial aid as they could afford, my brother Jack has a B.A. and an M.A. from the University of Alberta and an M.A. from Oxford. The last was made possible by his being awarded a Rhodes Scholarship. On his graduation from Oxford, he was one of six students to receive a 'first' standing in that year, Andrew earned a B.A. in modern languages from the University of Alberta and I (Alice) received a B.Ed. degree in music and drama from the University of Alberta and an M.F.A. in drama from the University of Texas.

My mother was respected for her sewing, her craftsmanship and her culinary arts. She made our home a relaxed meeting place for young

people as well as adults. Because of her dedication to her church work, she was made an honorary life member of the U.C.W. At eighty-two, she suffered a severe heart attack from which she did not recover. Its was a blessing that she should have her independence and her alert faculties to the last hours of her life.

ALICE'S MATERNAL BACKGROUND



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